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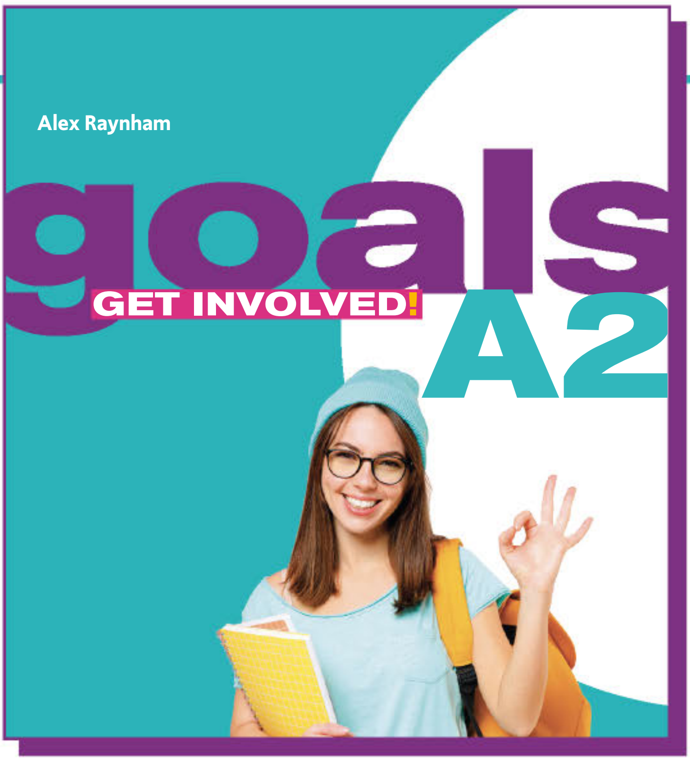

TEACHER'S & TEST BOOK

TEACHER'S BOOK

- STRUTTURA E METODOLOGIA DEL CORSO
- DEAFLIX: INTRODUZIONE AI PERCORSI DIGITALI INTERATTIVI
- DIDATTICA E PROGRAMMAZIONE PER COMPETENZE
- TEACHER'S NOTES, ANSWER KEYS, AUDIO SCRIPTS, EXTRA ACTIVITIES E CULTURE NOTES
- VOCABULARY GOALS A2 ANSWER KEYS E AUDIO SCRIPTS

TEST BOOK

- DIAGNOSTIC TEST
- STARTER UNIT TESTS E EXIT TEST
- UNIT TESTS
- CUMULATIVE TESTS
- SKILLS TESTS
- LISTENING TESTS
- SPEAKING TESTS
- EDUCAZIONE CIVICA TESTS
- PROVE DELLE COMPETENZE DI METÀ E FINE ANNO
- RECUPERO
- VERIFICHE COMPENSATE PER DSA
- ANSWER KEYS E AUDIO SCRIPTS

DEASCUOLA / BLACK CAT

TEACHER'S & TEST BOOK

Paola Tite • Tyler Ross
Janet Cameron • Elizabeth Regan

goals
GET INVOLVED!
A2

DEASCUOLA
BLACK CAT

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TEACHER’S BOOK

Struttura e metodologia del corso 5

DEAFLIX: percorsi digitali interattivi di grammatica 17

Didattica per competenze 23

Programmazione didattica *Goals A2* 31

Student’s Book *Goals A2*
Answer keys, Audio scripts, Teacher’s notes, Extra activities,
Culture notes, Teen Talk video scripts 43

Workbook, Resource Banks *Goals A2*
Answer keys, Audio scripts 111

Vocabulary *Goals A2*
Answer keys, Audio scripts 133

Sul sito del libro è disponibile il PDF della Guida alla didattica digitale integrata (DDI)
– Strumenti e risorse per la lingua inglese

Indice

TEST BOOK

I test di *Goals A2* 139
Diagnostic Test 144
Starter Unit Tests 148
Starter Exit Test 154
Unit Tests 158
Cumulative Tests 174
Skills Tests 182
Listening Tests 198
Speaking Tests 206
Educazione civica Tests 214
Prova delle competenze di metà anno 222
Prova delle competenze di fine anno 226
Recupero 231
Answer keys and Audio scripts 242

Verifiche adattate e compensate per studenti con DSA

Introduzione 257
Starter Unit Tests 260
Unit Tests 266
Cumulative Tests 282
Skills Tests 294
Listening Tests 310
Answer keys 318

Struttura e metodologia del corso

COMPOSIZIONE DEL CORSO

Goals è un corso di lingua inglese rivolto agli studenti della Scuola secondaria di secondo grado. Il percorso didattico, vario e completo, è costituito da:

- **tre** volumi, **A2**, **B1** e **B1+** per lo **studente**, che includono *Student's Book* e *Workbook*.
- ***Vocabulary Goals***: per ogni volume, un fascicolo di **consolidamento** ed **espansione** del **lessico**. Per ogni unità, si propone una doppia pagina di ripasso e una doppia pagina di ampliamento di un set lessicale, accompagnate da moltissime attività, mappe e schemi, per un approccio visuale e inclusivo.
- ***Goals* – For everyone**: un manuale disponibile a parte per studenti con BES e DSA, che riprende i tre livelli dello *Student's Book* semplificati, sintetizzati e compensati graficamente, realizzati in collaborazione con il CeDisMa (Centro Studi e Ricerche sulla Disabilità e Marginalità) dell'Università Cattolica del Sacro Cuore di Milano.

Per l'insegnante, il corso offre un ***Teacher's and Test Book*** per ogni livello, che propone:

- un'introduzione **DEAFLIX** a un nuovo modo di apprendere gli argomenti fondamentali di grammatica inglese grazie a 80 percorsi digitali interattivi;
- una **descrizione della didattica** proposta dal corso, in cui si prendono in esame le rubriche che compongono le unità e si offrono suggerimenti su come usarle **in presenza** e **a distanza**;
- la **programmazione didattica**, in cui si individuano anche i collegamenti con l'**educazione civica** e i **nuclei fondanti della disciplina**;
- indicazioni per la didattica digitale integrata (**DDI**);
- **suggerimenti** per lo svolgimento delle unità in presenza e a distanza e **trascrizioni** degli audio, **Culture Notes** e **Extra Activities**;
- esercizi di **recupero** per tutte le unità;
- **svariate tipologie di test**, quasi sempre anche compensati per studenti con BES e DSA):
  - *Diagnostic Test*
  - *Starter Test*
  - *Unit Tests*
  - *Cumulative Tests*
  - *Skills Tests*
  - *Listening Tests*
  - *Speaking Tests*
  - *Educazione Civica Tests*
  - *Prove delle competenze di metà e fine anno*

Inoltre, un fascicolo corredato di lucidi per la correzione rapida offre i **Quick tests** (Fila A e Fila B) a risposta chiusa.

Si ricorda che le soluzioni dei volumi *Goals - For everyone* si trovano nell'eBook e sul sito libro.

CORREDO DIGITALE

Goals è accompagnato da un ricco corredo digitale, che si presta a essere utilizzato in un contesto di Didattica Digitale Integrata.

Un'ampia **Guida alla didattica digitale integrata** è disponibile nell'eBook, sulla chiavetta USB e sul sito libro.

Nel rispetto delle indicazioni ministeriali, i contenuti digitali integrativi sono di due tipologie: strettamente correlati al corso e trasversali.

I **contenuti strettamente correlati** al corso sono disponibili in vari modi:

- su **eBook:** la versione digitale del libro, fruibile online, registrandosi sul portale deascuola.it;
- sul **sito libro**: immediatamente accessibili e facilmente condivisibili su tutte le piattaforme.
- sulla **chiavetta USB**: tutti i materiali digitali del libro offline per l'insegnante.

Propongono numerosi materiali utili allo studente e all'insegnante per creare lezioni in maniera più stimolante e coinvolgente:

- tutte le attività a risposta chiusa di *Student's Book* e *Workbook*, rese interattive e autocorrettive;

- tutti i video: apertura di unità, Grammar, Vocabulary, Communication, Teen Talk;
- testo e attività ad alta leggibilità;
- tutti gli ascolti del corso;
- dizionario bilingue.

Inoltre, per l'insegnante sono disponibili tutti i test e la programmazione didattica in versione modificabile.

I **contenuti trasversali** sono i seguenti:

- **CreaTEST Plus**, un generatore di test a disposizione dell'insegnante, con migliaia di attività interattive o stampabili (in PDF e in Word) organizzate in base ai livelli A1, A2 e B1, suddivise in 5 ambiti: lessico, grammatica, pronuncia, lettura, ascolto.
- Numerosi **percorsi digitali interattivi** DEAFLIX, disponibili sul sito, per affrontare o consolidare i principali argomenti di **grammatica**: video, attività interattive e animazioni compongono una playlist di percorsi didattici articolati, completi e coinvolgenti.

Alcune **lezioni digitali integrate** *(Step-by-step lessons)* di lessico, grammatica e funzioni comunicative, disponibili sul sito: l'insegnante avrà suggerimenti e link ai materiali digitali necessari per ripassare o consolidare alcuni **nuclei fondanti della disciplina** ('Descrivere la casa', 'Fare acquisti' ecc.), che potrà facilmente condividere con i propri studenti. Le lezioni dettagliano i prerequisiti necessari al loro svolgimento e la durata prevista per i singoli *step* in cui è suddivisa la lezione, per un totale complessivo di 50 minuti.

STRUTTURA DEL CORSO E SUGGERIMENTI DIDATTICI

Struttura del corso

Goals A2 consiste di:

- **Starter Unit**, che riprende e ripassa i fondamenti della lingua
- **8 Units** (*Student's Book* & *Workbook*).

Goals B1 consiste di:

- **Starter Unit**, 3 lezioni di ripasso dei principali argomenti grammaticali e lessicali del livello A2
- **8 Units** (*Student's Book* & *Workbook*).

Goals B1+ consiste di:

- **Starter Unit**, 3 lezioni di ripasso dei principali argomenti grammaticali e lessicali dei livelli A2 e B1
- **8 Units** (*Student's Book* & *Workbook*)

In più, i tre livelli del corso propongono le seguenti sezioni:

- ogni due unità: una pagina di **Life Skills**, una pagina di **Culture** e due pagine di **Revision**
- a fine volume:
  - *Writing Goals*
  - *Preliminary Goals* (livelli B1 & B1+)
  - *INVALSI Goals* (livelli B1 & B1+)
  - *Pronunciation Bank*
  - *Verb tables*
  - *Irregular Verbs*
  - *Glossary*

Struttura dell'unità dello Student's Book

Le Unità dello Student's Book, di **10 pagine** ciascuna, contengono:

- una pagina introduttiva di lettura di un **testo**, corredato di **video** del testo di apertura, che introduce elementi di grammatica e lessico, ripresi nelle pagine successive;
- una pagina di **Vocabulary** e **Grammar**, spesso corredata da **video**;
- una pagina di **Grammar**, corredata da video, introdotta da un'attività **in contesto** e con regole che seguono un metodo di apprendimento **induttivo**;
- una pagina di **Vocabulary**, spesso corredata da **video**;
- due pagine dedicate al **Reading**, con una sezione di **Grammar**;

- una pagina di **Communication**, situazioni di vita quotidiana presentate con un video che introduce il **linguaggio funzionale** (*Key Expressions*);
- una pagina di **Listening** che offre un ulteriore momento di pratica in questa abilita (nelle unità dispari) e **Teen Talk** (nelle unità pari) che propone delle autentiche **video-interviste** a ragazzi britannici sugli argomenti delle due unità che precedono;
- due pagine dedicate ai **Global Goals** dell'Agenda 2030 e all'Educazione civica.

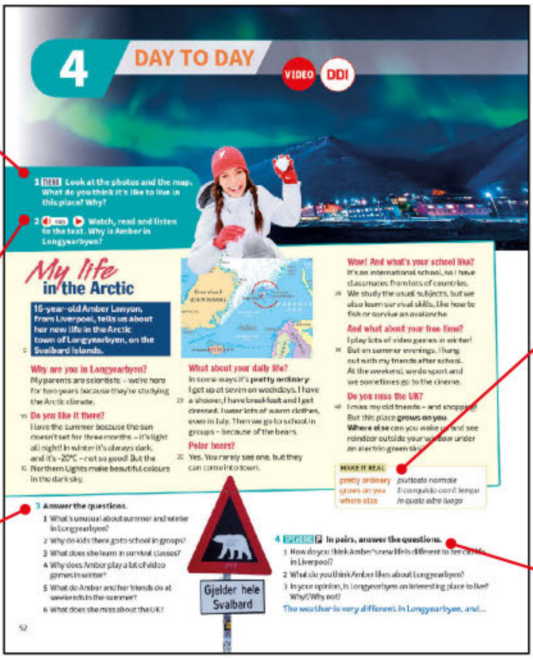
Ogni volume è organizzato in **8 unità** che rappresentano un percorso di scoperta linguistica a partire da un **testo**. Ogni unità tematica si apre con uno o più testi che introducono la lingua e il lessico dell'unità.

Presentazione

Attività di **osservazione** delle immagini o di interpretazione del **titolo** o semplicemente di **brainstorming** sull'argomento del testo, che ha il triplice scopo di formulare ipotesi sul contenuto del testo, risvegliare l'interesse degli studenti e riprendere alcuni contenuti grammaticali e lessicali precedentemente appresi.

Attività di **lettura** del brano e/o visione del **video**, durante la quale si potranno spiegare i termini meno trasparenti e rispondere a eventuali domande degli studenti.

Attività di verifica della reale **comprensione** del testo.



4 DAY TO DAY VIDEO DDI

1 THINK Look at the photos and the map. What do you think it's like to live in this place? Why?

2 Watch, read and listen to the text. Why is Amber in Longyearbyen?

My life in the Arctic

16-year-old Amber Lanyon, from Liverpool, tells us about her new life in the Arctic town of Longyearbyen, on the Svalbard Islands.

Why are you in Longyearbyen?
My parents are scientists – we're here for two years because they're studying the Arctic climate.

Do you like it there?
I love the summer because the sun doesn't set for three months – it's light all night! In winter it's always dark and it's -20°C – not so good! But the Northern Lights make beautiful colours in the dark sky.

What about your daily life?
In some ways it's **pretty ordinary**. I get up at seven on weekdays. I have a shower, I have breakfast and I get dressed. I wear lots of warm clothes, even in July. Then we go to school in groups – because of the bears.

Polar bears?
Yes. You rarely see one, but they can come into town.

Wow! And what's your school like?
It's an international school, so I have classmates from lots of countries. We study the usual subjects, but we also learn survival skills, like how to fish or survive an avalanche.

And what about your free time?
I play lots of video games in winter! But on summer evenings, I hang out with my friends after school. At the weekend, we do sport and we sometimes go to the cinema.

Do you miss the UK?
I miss my old friends – and shopping! But this place **grows on you**. **Where else** can you wake up and see reindeer outside your window under an electric-green sky?

MAKE IT REAL

pretty ordinary	*piuttosto normale*
grows on you	*ti conquista con il tempo*
where else	*in quale altro luogo*

3 **Answer the questions.**
1 What's unusual about summer and winter in Longyearbyen?
2 Why do kids there go to school in groups?
3 What does she learn in survival classes?
4 Why does Amber play a lot of video games in winter?
5 What do Amber and her friends do at weekends in the summer?
6 What does she miss about the UK?

4 SPEAKING **In pairs, answer the questions.**
1 How do you think Amber's new life is different to her old life in Liverpool?
2 What do you think Amber likes about Longyearbyen?
3 In your opinion, is Longyearbyen an interesting place to live? Why?/Why not?

The weather is very different in Longyearbyen, and...

52

Espressioni di **inglese autentico** per arricchire il proprio bagaglio linguistico.

Attività di **Speaking** che spinge gli studenti a riutilizzare strutture linguistiche precedentemente apprese.

Didattica Digitale Integrata DDI

Quali materiali utilizzare?

- Video del testo di apertura
- Audio del testo

I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DEALINK** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Modalità sincrona

L'insegnante visualizzerà i contenuti digitali condividendo lo schermo del proprio computer a distanza. La lezione si svolgerà grossomodo come avverrebbe in presenza. È consigliabile svolgere gli esercizi collettivamente, mentre si può decidere se far svolgere la comprensione in modalità individuale, con correzione collettiva.

Modalità asincrona

In un contesto di DDI, la possibilità di impostare la didattica seguendo i criteri della ***flipped classroom*** consente di ottimizzare il tempo della lezione online, che per loro natura non devono essere troppo lunghe e devono coinvolgere l'intera classe.

- Alla fine della lezione precedente, l'insegnante introdurrà i contenuti della pagina, svolgendo in modalità sincrona l'attività 1.
- L'ascolto e la lettura del testo, la visione del **video** e lo svolgimento dell'attività 3 saranno svolti dagli studenti in autonomia, **prima** della lezione successiva.
- Durante la lezione successiva, si potrà procedere alla correzione delle attività, chiarendo eventuali dubbi e rispondendo alle domande degli studenti e allo svolgimento dell'attività 4.

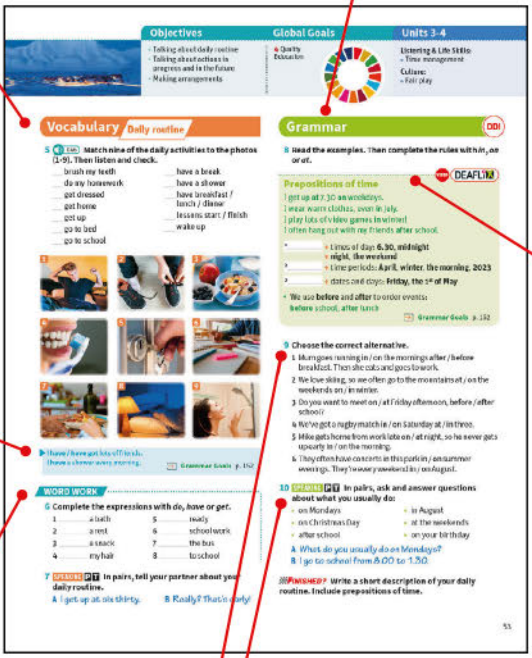
Vocabulary and Grammar

Una delle strutture grammaticali introdotte nel testo di apertura viene presentata ed esercitata in questa prima colonna di **Grammar**. Può essere utile e motivante chiedere agli studenti di reperire nel testo iniziale gli elementi grammaticali oggetto di studio e di cercare di **dedurne** il funzionamento. Tale metodologia è di grande aiuto soprattutto per gli studenti con DSA, che hanno più facilità a ricordare una regola se la studiano in contesto.

Uno dei **temi lessicali** introdotti nel testo di apertura viene presentato per esteso in questa prima colonna di **Vocabulary**. La presentazione si basa su un approccio **visuale**. Gli studenti abbinano i vocaboli a illustrazioni o li organizzano in categorie all'interno di schemi o tabelle. Seguono esercizi di consolidamento. Spesso il lessico è accompagnato da un **video** per un'ulteriore presentazione visuale.

Ove necessario, si propongono note di riflessione sulla **lingua** e analisi **contrastiva**.

Le rubriche **Word Work** propongono diverse tipologie di esercizi di approfondimento ed espansione lessicale, presentazione di *phrasal verbs* o traduzioni di vocaboli tematici complessi.



Objectives
- Talking about daily routine
- Talking about actions in progress and in the future
- Making arrangements

Global Goals
4 Quality Education

Units 3-4
Listening & Life Skills:
- Time management
Culture:
- Fair play

Vocabulary Daily routine

5 Match nine of the daily activities to the photos (1-9). Then listen and check.

___ brush my teeth
___ do my homework
___ get dressed
___ get home
___ get up
___ go to bed
___ go to school
___ have a break
___ have a shower
___ have breakfast / lunch / dinner
___ lessons start / finish
___ wake up

Grammar Goals p. 152

WORD WORK

6 Complete the expressions with *do*, *have* or *get*.

1 ___ a bath
2 ___ a rest
3 ___ a snack
4 ___ my hair
5 ___ ready
6 ___ schoolwork
7 ___ the bus
8 ___ to school

7 SPEAKING PT In pairs, tell your partner about your daily routine.

A I get up at six thirty. B Really? That's early!

Grammar

8 Read the examples. Then complete the rules with *in*, *on* or *at*.

DEAFLIX

Prepositions of time

I get up **at** 7.30 **on** weekdays.
I wear warm clothes, even **in** July.
I play lots of video games **in** winter!
I often hang out with my friends **after** school.

- ___ + times of day: **6.30, midnight**
  + **night, the weekend**
- ___ + time periods: **April, winter, the morning, 2023**
- ___ + dates and days: **Friday, the 1st of May**
- We use **before** and **after** to order events: **before** school, **after** lunch

Grammar Goals p. 152

9 Choose the correct alternative.

1 Mum goes running in / on the mornings after / before breakfast. Then she eats and goes to work.
2 We love skiing, so we often go to the mountains at / on the weekends on / in winter.
3 Do you want to meet on / at Friday afternoon, before / after school?
4 We've got a rugby match in / on Saturday at / in three.
5 Mike gets home from work late on / at night, so he never gets up early in / on the morning.
6 They often have concerts in this park in / on summer evenings. They're every weekend in / on August.

10 SPEAKING PT In pairs, ask and answer questions about what you usually do:

- on Mondays
- on Christmas Day
- after school
- in August
- at the weekends
- on your birthday

A What do you usually do on Mondays?
B I go to school from 8.00 to 1.30.

FINISHED? Write a short description of your daily routine. Include prepositions of time.

51

Procedere quindi alla spiegazione della regola tramite la lettura dei riquadri del libro, rinforzati da spiegazioni orali e ulteriori esempi (forniti nelle successive pagine di questa guida).
Le spiegazioni sono spesso accompagnate da attenzioni sulle particolarità della lingua, richieste di revisioni e indicazioni sugli aspetti contrastivi.
Quasi tutti gli argomenti trattati sono corredati da video di spiegazione della regola. Questi video fanno parte di veri e propri percorsi digitali interattivi disponibili sul sito del libro.

Ogni regola viene esercitata da diverse attività, l'ultima delle quali è sempre uno Speaking, per verificare immediatamente in contesto la comprensione della regola.

I video di grammatica fanno parte di una serie di **percorsi digitali interattivi** (DEAFLIX) pensati come piccoli ambienti educativi interattivi, che coprono tutti i principali argomenti grammaticali dall'A1 al B1 e possono essere utilizzati in modalità **sincrona** o **asincrona**.

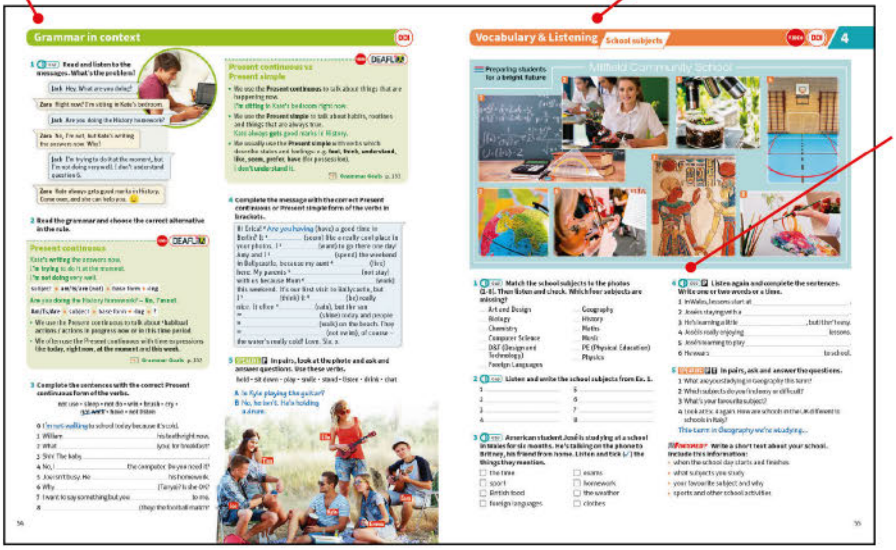
Goals A2

Grammar in context, Vocabulary & Listening

Ogni pagina di **Grammar** si apre con un testo introduttivo in cui la regola viene presentata in **contesto reale**. Seguono numerosi esercizi di consolidamento. Quasi tutti gli argomenti trattati in questa pagina sono corredati da video di spiegazione della regola. Questi video fanno parte di veri e propri percorsi digitali interattivi disponibili sul sito del libro.

In questa sezione si presenta il **secondo set lessicale** tematico dell'unità. Una presentazione visuale, spesso accompagnate da un video, è seguita da diversi esercizi di consolidamento.

I video di grammatica fanno parte di una serie di **percorsi digitali interattivi** (**DEAFLIX**) pensati come piccoli ambienti educativi interattivi, che coprono tutti i principali argomenti grammaticali dall'A1 al B1 e possono essere utilizzati in modalità **sincrona** o **asincrona**.



La pagina di Vocabulary prevede sempre un'attività di **Listening 'vero'**. Lo studente verifica immediatamente le conoscenze appena acquisite attraverso un prezioso lavoro di ascolto accompagnato da due esercizi, uno di comprensione generale (*Listening for gist*) e uno di comprensione puntuale.

Didattica Digitale Integrata DDI

Quali materiali utilizzare?

- Video di lessico
- Video di grammatica
- Audio

I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DEALINK** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Modalità sincrona

L'insegnante visualizzerà i contenuti digitali condividendo lo schermo del proprio computer a distanza.

La lezione si svolgerà grossomodo come avverrebbe in presenza. Dopo la fase di deduzione della regola, si potranno guardare i **video di lessico/grammatica**. Ottimi per il ripasso, sono stati concepiti per essere visti dagli studenti in modalità asincrona; tuttavia possono costituire un efficace strumento per introdurre l'elenco dei lemmi del nuovo set lessicale oppure la nuova regola grammaticale.

Si può decidere se proporre un'esecuzione collettiva delle attività, o se farle svolgere individualmente, con successiva correzione collettiva.

Modalità asincrona

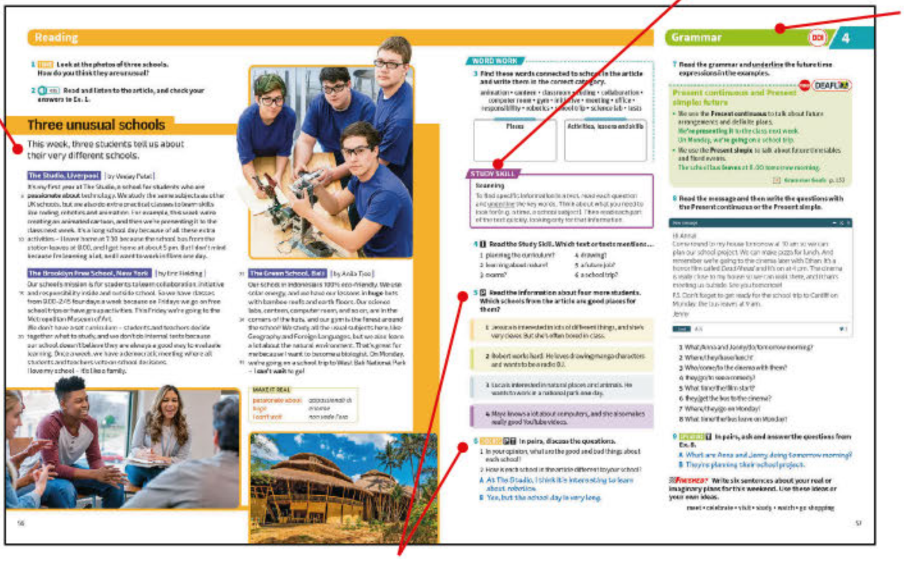
In un contesto di DDI, la possibilità di impostare la didattica seguendo i criteri della ***flipped classroom*** consente di ottimizzare il tempo della lezione online, che per loro natura non devono essere troppo lunghe e devono coinvolgere l'intera classe.

I **video di lessico** e di **grammatica** possono essere visti a casa **prima** della lezione (seguendo appunto i criteri della *flipped classroom*), oppure **dopo** la lezione, come strumenti di ripasso e consolidamento preliminari all'esecuzione delle attività del *Workbook*.

Reading and Grammar

Questa pagina presenta un testo di **attualità** o **cultura**. Il testo riprende i set lessicali e le strutture grammaticali dell'unità e introduce un ultimo argomento di grammatica, nell'ottica di una presentazione graduale e a *step* delle nuove strutture linguistiche nel corso dell'unità.

Questa tipologia di box fornisce preziosi spunti per organizzare al meglio la **metodologia di studio** e incrementare le proprie capacità e l'**autonomia** in tutte e quattro le abilità.



Questa colonna di **Grammar** conclude il ricco ma graduale percorso iniziato nella prima doppia pagina. Anche in questa colonna sono spesso presenti **video** di spiegazione della regola. Questi video fanno parte di veri e propri percorsi digitali interattivi disponibili sul sito del libro.

I video di grammatica fanno parte di una serie di **percorsi digitali interattivi** (DEAFLIX) pensati come piccoli ambienti educativi interattivi, che coprono tutti i principali argomenti grammaticali dall'A1 al B1 e possono essere utilizzati in modalità **sincrona** o **asincrona**.

Il testo è sempre seguito da attività di **comprensione** e **riflessione** personale o **dibattito** di gruppo.

Didattica Digitale Integrata DDI

Quali materiali utilizzare?

- Audio del testo, video di grammatica
- I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DEALINK** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Modalità sincrona

L'insegnante visualizzerà i contenuti digitali condividendo lo schermo del proprio computer a distanza. La lezione si svolgerà grossomodo come avverrebbe in presenza. È consigliabile svolgere gli esercizi collettivamente, mentre si può decidere se far svolgere la comprensione del testo di Reading in modalità individuale, con correzione collettiva. Dopo la fase di deduzione della regola grammaticale, si potranno guardare i **video di grammatica**. Ottimi per il ripasso, sono stati concepiti per essere visti dagli studenti in modalità asincrona; tuttavia possono costituire un efficace strumento per introdurre la nuova regola grammaticale. Si può decidere se proporre un'esecuzione collettiva delle attività, o se farle svolgere individualmente, con successiva correzione collettiva.

Modalità asincrona

In un contesto di DDI, la possibilità di impostare la didattica seguendo i criteri della ***flipped classroom*** consente di ottimizzare il tempo della lezione online, che per loro natura non devono essere troppo lunghe e devono coinvolgere l'intera classe.

- Alla fine della lezione precedente, l'insegnante introdurrà i contenuti della pagina, svolgendo in modalità sincrona l'attività 1. L'ascolto e la lettura del testo, lo svolgimento delle attività successive saranno svolti dagli studenti in autonomia, **prima** della lezione successiva.
- Durante la lezione successiva, si potrà procedere alla correzione delle attività e allo svolgimento dell'attività 5 & 6.
- I **video di grammatica** possono essere visti a casa **prima** della lezione (seguendo appunto i criteri della *flipped classroom*), oppure **dopo** la lezione, come strumenti di ripasso e consolidamento preliminari all'esecuzione delle attività del *Workbook*.

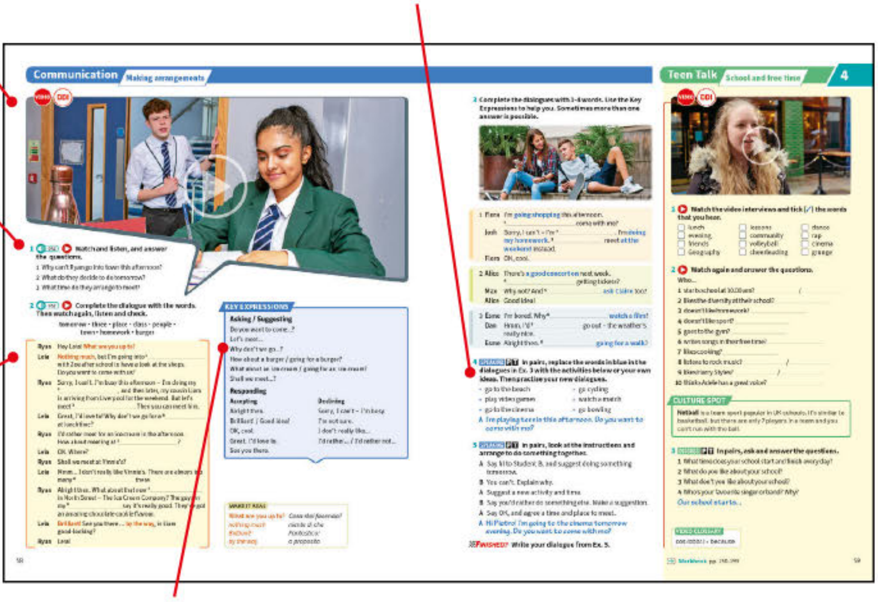
Communication

La sezione di **Communication** è sempre introdotta da un **video** in situazione. Due adolescenti britannici interagiscono in situazioni di **vita quotidiana** e ne presentano il **linguaggio funzionale**.

Numerosi esercizi di produzione aiutano lo studente a fare proprio e padroneggiare in contesto il linguaggio funzionale appena appreso. Il frequente utilizzo del '**gioco di ruolo**', un'attività ludica e cooperativa, consente di personalizzare lo studio, interpretare dei ruoli ed esporre in maniera personale ciò che si è imparato.

La prima attività prevede una visione del **video** e pone una domanda di **comprensione** generale.

La **comprensione puntuale** della conversazione del video è guidata grazie al testo in pagina, che però è dato sempre sotto forma di esercizio di scelta multipla o completamento e richiede quindi la piena attenzione e partecipazione degli studenti.



Il linguaggio funzionale è dato nei chiari riquadri di riferimento **Key Expressions**, utili per lo studio e per la risoluzione delle attività di consolidamento.

Didattica Digitale Integrata DDI

Quali materiali utilizzare?

- Video di Communication
- Audio

I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DEALINK** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Modalità sincrona

L'insegnante visualizzerà i contenuti digitali condividendo lo schermo del proprio computer a distanza. La lezione si svolgerà grossomodo come avverrebbe in presenza. I **video di Communication** sono stati concepiti per essere condivisi in classe in modalità sincrona. Si può decidere se proporre un'esecuzione collettiva delle attività, o se farle svolgere individualmente, con successiva correzione collettiva. Gli esercizi a coppie o a gruppi possono essere trasformati in attività individuali scritte, con lettura e correzione a campione.

Modalità asincrona

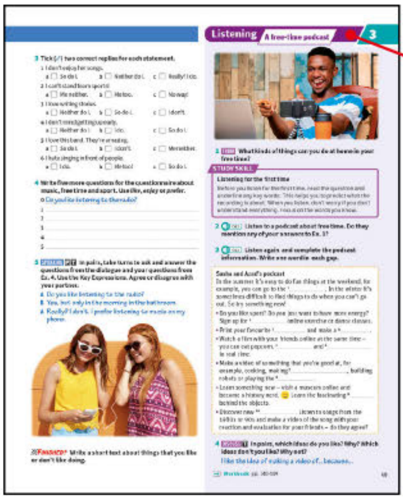
In un contesto di DDI, la possibilità di impostare la didattica seguendo i criteri della ***flipped classroom*** consente di ottimizzare il tempo della lezione online, che per loro natura non devono essere troppo lunghe e devono coinvolgere l'intera classe. I **video di comunicazione** possono essere visti a casa **prima** della lezione (seguendo appunto i criteri della *flipped classroom*).

Una volta completata la lezione, si può chiedere agli studenti di registrarsi mentre ripetono le battute del dialogo di Communication e di confrontare poi il proprio audio/video con quello del libro.

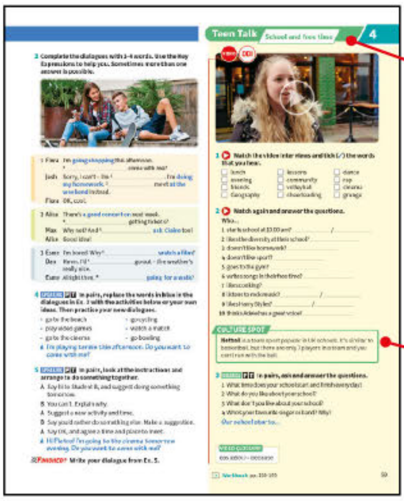
Le attività a coppie o a gruppi possono essere affrontate dagli studenti in video chat **dopo** la lezione. Le risposte possono essere inviate al docente o condivise, anche oralmente, nelle lezioni successive.

Listening / Teen Talk

Dopo la sezione **Communication**, troviamo alternativamente le sezioni di **Listening** (unità dispari) e **Teen Talk** (unità pari).



Questa colonna offre l'opportunità di far esercitare gli studenti nel **Listening**, abilità che richiede grande pratica. Diverse attività guidano gradualmente lo studente, fino ad arrivare a un'attività di **discussione** e **confronto**.



Questa colonna propone delle divertenti e autentiche **video-interviste** a ragazzi britannici che rispondono in modo **spontaneo** a domande sulla loro vita, i loro interessi, le loro abitudini. Le attività si concludono anche in questo caso con un momento di **discussione** e **confronto**.

Interessanti **note culturali** e di costume, che prendono spunto dalle risposte dei ragazzi.

Didattica Digitale Integrata DDI

Quali materiali utilizzare?

- Video di Teen Talk
- Audio

I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DEALINK** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Modalità sincrona

L'insegnante visualizzerà i contenuti digitali condividendo lo schermo del proprio computer a distanza. La lezione si svolgerà grossomodo come avverrebbe in presenza. I **video di Teen Talk** sono stati concepiti per essere condivisi in classe in modalità sincrona. Si può decidere se proporre un'esecuzione collettiva delle attività, o se farle svolgere individualmente, con successiva correzione collettiva. Gli esercizi a coppie o a gruppi possono essere trasformati in attività individuali scritte, con lettura e correzione a campione.

Modalità asincrona

In un contesto di DDI, la possibilità di impostare la didattica seguendo i criteri della ***flipped classroom*** consente di ottimizzare il tempo della lezione online, che per loro natura non devono essere troppo lunghe e devono coinvolgere l'intera classe.

I **video di Teen Talk** possono essere visti a casa **prima** della lezione (seguendo appunto i criteri della *flipped classroom*). Una volta completata la lezione, si può chiedere agli studenti di registrarsi mentre rispondono a loro volta alle domande poste ai ragazzi dei video e di confrontare poi il proprio audio/video con quelli dei compagni.

Le attività a coppie o a gruppi possono essere affrontate dagli studenti in video chat **dopo** la lezione. Le risposte possono essere inviate al docente o condivise, anche oralmente, nelle lezioni successive.

Global Goals

La doppia pagina conclusiva di ogni unità è interamente dedicata a uno o due dei **Goals dell'Agenda 2030** delle Nazioni Unite. Questi fondamentali temi sono approfonditi in modo interessante e adatti al livello di lingua e all'età degli studenti. Ogni argomento trattato è scelto in linea con l'argomento dell'unità di riferimento.

In apertura, si dichiara il **Goal** trattato, si identifica il suo **simbolo** e se ne riassume il **contenuto** come da documento ufficiale delle Nazioni Unite.

Green Skills per diventare protagonisti di un mondo più ecologico e sostenibile, in linea con il **Piano RiGenerazione Scuola**.

Un **testo** legato al tema del Goal, accompagnato da esercizi di **comprensione** e di volta in volta **stimoli** e spunti diversi per continuare la riflessione sul tema e il confronto in classe.

Fact files, **mappe concettuali**, **citazioni** di personaggi famosi, **statistiche** per approfondire il tema e sviluppare diverse abilità di **espressione** e **produzione**.

In chiusura, sempre un'attività per sviluppare le **competenze digitali** e cercare e utilizzare materiali e approfondimenti in rete.

Didattica Digitale Integrata DDI

Quali materiali utilizzare?

- Audio

I contenuti digitali sono presenti nell'eBook online, sul sito del libro e sulla chiavetta USB per l'insegnante. Ricordiamo inoltre che scaricando l'app **DEALINK** è possibile guardare tutti i video e ascoltare gli audio direttamente dal proprio cellulare o tablet, semplicemente inquadrando la pagina del libro di testo.

Modalità sincrona

L'insegnante visualizzerà i contenuti digitali condividendo lo schermo del proprio computer a distanza.

La lezione si svolgerà grossomodo come avverrebbe in presenza. Dopo la fase collettiva di *brainstorming* sui contenuti del testo – o dei testi – si può procedere alla lettura. In modalità sincrona, è consigliabile che lo faccia l'insegnante, in modo che possa scandire, ripetere o soffermarsi su alcune particolarità di pronuncia.

Si può decidere se proporre un'esecuzione collettiva delle attività, o se farle svolgere individualmente, con successiva correzione collettiva.

Modalità asincrona

In un contesto di DDI, la possibilità di impostare la didattica seguendo i criteri della ***flipped classroom*** consente di ottimizzare il tempo della lezione online, che per loro natura non devono essere troppo lunghe e devono coinvolgere l'intera classe.

Alla fine della lezione precedente, l'insegnante lancerà l'attività di *brainstorming*.

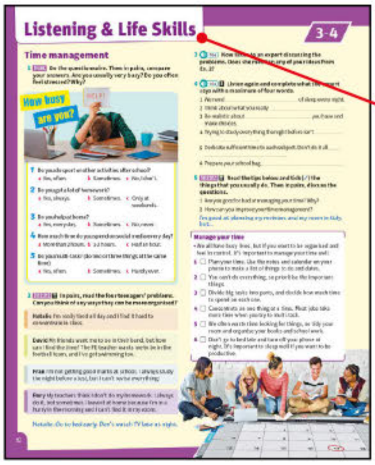
L'ascolto e la lettura del testo o dei testi, e lo svolgimento delle attività saranno svolte dagli studenti in autonomia, **prima** della lezione successiva. A tale riguardo, si può consigliare agli studenti di ascoltare e leggere il testo usando la modalità **karaoke**, attivabile cliccando sull'icona presente accanto al testo nel libro digitale. Tale strumento, fondamentale per gli studenti con DSA, ma utile per tutti, consente di associare facilmente suoni e parole.

Durante la lezione successiva, si potrà procedere alla correzione delle attività, chiarendo eventuali dubbi e rispondendo alle domande degli studenti.

Ogni due unità

Quattro pagine di materiale di **approfondimento** e **revisione**, legate linguisticamente e tematicamente alle due unità che precedono. Pur riprendendo alcuni contenuti **grammaticali** e **lessicali** delle unità precedenti, questa sezione non fa strettamente parte del percorso di apprendimento linguistico, ma ha invece l'obiettivo di offrire ulteriori esercizi di consolidamento, arricchire la proposta **culturale** dell'opera e mettere il focus sulle **Life Skills**, abilità trasversali e fondamentali per il percorso formativo degli studenti.

Listening & Life Skills



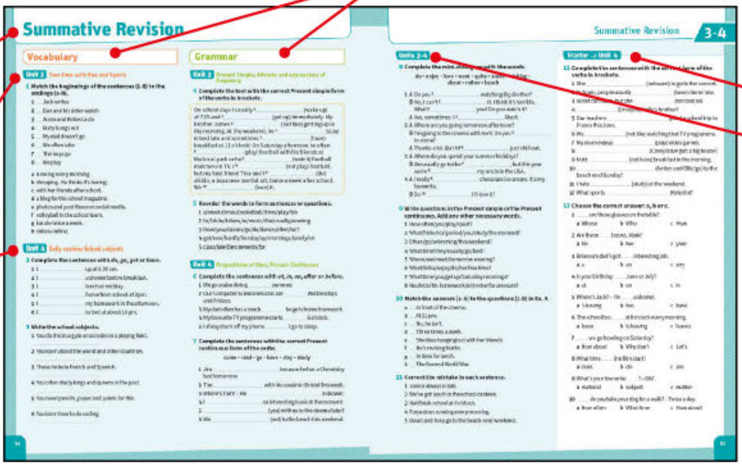
La pagina di **Listening** e **Life Skills** accompagna gli studenti alla scoperta di una delle *Life Skills*, attraverso **questionari**, **brevi testi**, **quiz** e molte altre tipologie di materiali. Inoltre, questa pagina propone un altro focus sul Listening, con un **ascolto 'vero'** accompagnato da due esercizi, uno di comprensione generale (*Listening for gist*) e uno di comprensione puntuale. Presenti anche esercizi di **confronto** e **discussione**, per stimolare anche il **dibattito** in classe.

Spotlight on Culture

Queste pagine propongono dei **brani** di **cultura** tradizionale ma anche di **attualità**, per completare l'offerta del corso e offrire numerosi spunti per lettura e discussione in classe oppure riflessione personale.

Summative revision

Le due categorie testate sono il **lessico** e la **grammatica**.



Tutti i contenuti delle due unità precedenti vengono ripresi attraverso esercizi di varie tipologie per il **ripasso** e il **consolidamento**.

Nella prima pagina, gli esercizi sono specifici su argomenti relativi a ciascuna unità, separatamente.

Nella seconda pagina, la prima colonna offre esercizi **sommativi** delle **due unità** di riferimento, la seconda propone una serie di esercizi **sommativi** di **tutte le unità** dall'inizio del volume.

In fondo al volume

Writing Goals

Una serie di **schede** dedicate alla **produzione scritta**, per imparare a scrivere diverse tipologie di testi. Un testo **modello** introduce lo studente al contesto e allo stile.

Writing Goals

A personal profile

Ali Mills

Tutte le **espressioni** fondamentali e un **focus linguistico** specifico, per scrivere testi pertinenti e centrare **l'obiettivo della comunicazione scritta**, una delle abilità più complesse per gli studenti italiani.

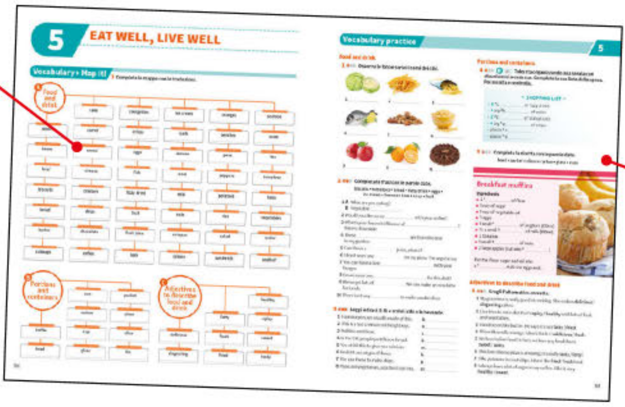
Una **traccia** ben strutturata, che guida lo studente **passo dopo passo** alla **produzione** vera e propria.

Il Workbook

Il **Workbook**, al fondo del volume, propone un ricco bagaglio di attività a **difficoltà crescente** per il ripasso e il consolidamento degli ambiti linguistici di ogni unità dello *Student's Book* e con le spiegazioni grammaticali approfondite.

Vocabulary

La prima doppia pagina è dedicata al Vocabulary, con una pratica **mappa** da completare con le traduzioni italiane dei lemmi presentati.

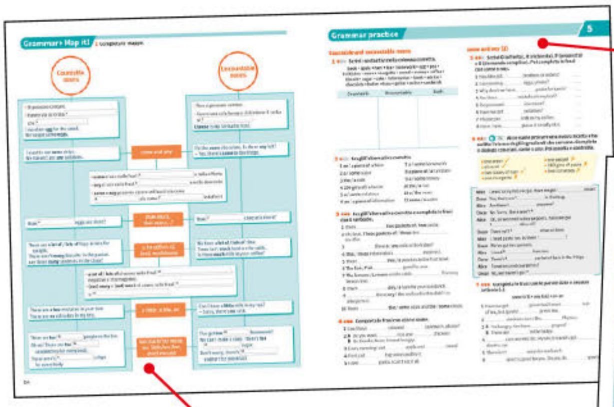


5 EAT WELL, LIVE WELL

Vocabulary practice

Numerosi **esercizi graduati** per il ripasso e il consolidamento.

Grammar



Grammar practice

Numerosissimi **esercizi graduati** per il ripasso e il consolidamento.

Numerosi esercizi **sommativi**, sia sugli argomenti dell'**unità corrente** sia su tutte le unità dallo **Starter all'unità corrente**. L'ultima attività è sempre un esercizio di Reading o di Listening di tipologia Preliminary o INVALSI.

Communication

Summative practice

Mappe visuali di quasi tutti gli argomenti grammaticali, da completare e conservare come materiale di riferimento. Pensate per studenti con **DSA** e **BES** ma preziose per **tutte le tipologie** di studenti.

Un'intera colonna è dedicata ad attività di **consolidamento** del linguaggio **funzionale**.

DEAFLIX

percorsi digitali interattivi di grammatica

Cos'è DEAFLIX

DEAFLIX è una risorsa che propone un nuovo modo di apprendere gli **argomenti fondamentali** di **grammatica**. Si tratta di **percorsi digitali interattivi**, delle vere e proprie lezioni complete e autoconsistenti, che trattano ciascuno un argomento specifico e possono essere utilizzati in modo estremamente flessibile, in base alle esigenze dell'insegnante, della classe o del singolo studente.
Con i percorsi DEAFLIX si può infatti:

- **avviare** una lezione
- lavorare in modalità ***flipped classroom***
- far **consolidare** o **ripassare** un argomento
- aiutare nel **recupero** gli studenti in difficoltà
- incitare a studiare in modo **autonomo**

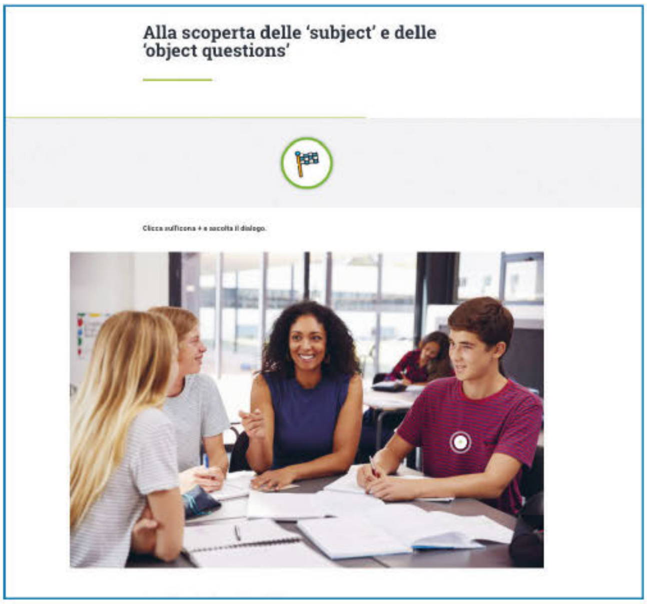
Nelle unità di *Goals* sono state inserite le indicazioni **DEAFLIX** dei percorsi digitali direttamente collegati alle regole trattate nel volume, ma sono a disposizione dell'insegnante tutti e **80** i percorsi, che coprono i quattro livelli del CEFR (**A1-B2**).

Struttura dei percorsi digitali

La struttura dei percorsi è fissa e si articola in **6 tappe**. La sequenza delle tappe è suggerita ma non rigidamente prefissata. L'insegnante può decidere di assegnare l'esecuzione delle singole tappe in ordine diverso da quello proposto.

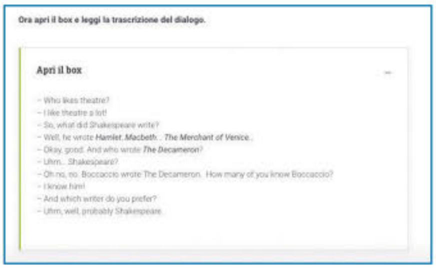
Tappa 1: Alla scoperta di…

Questa tappa prevede una **presentazione in contesto** della regola presentata. Si potranno trovare quindi **flashcards** o brevi **frasi** per i livelli più bassi, oppure **dialoghi** o brevi **testi** (anche accompagnati da **audio**) per i livelli più alti.
È sempre previsto anche uno stimolo iconografico.
Lo studente entra dunque in contatto con la regola attraverso la lingua autentica, il riferimento a immagini e l'esposizione all'audio, registrato da speaker madrelingua.



Alla scoperta delle 'subject' e delle 'object questions'

Clicca sull'icona + e ascolta il dialogo.



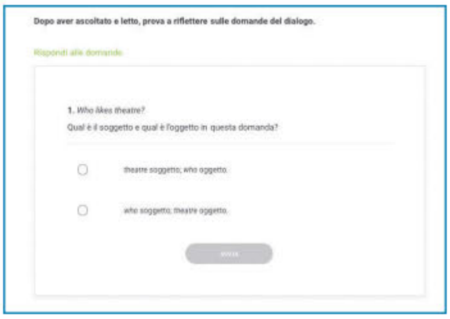
Ora apri il box e leggi la trascrizione del dialogo.

Apri il box

– Who likes theatre?
– I like theatre a lot!
– So, what did Shakespeare write?
– Well, he wrote *Hamlet*, *Macbeth*… *The Merchant of Venice*…
– Okay, good. And who wrote *The Decameron*?
– Uhm… Shakespeare?
– Oh no, no. Boccaccio wrote The Decameron… How many of you know Boccaccio?
– I know him!
– And which writer do you prefer?
– Uhm, well, probably Shakespeare.

DEAFLIX: percorsi digitali interattivi di grammatica

Dopo l'esposizione a questo primo stimolo, lo studente dovrà rispondere a domande che lo faranno riflettere sulla regola in maniera guidata e **induttiva**.

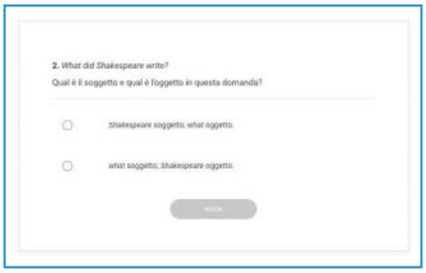


Dopo aver ascoltato e letto, prova a riflettere sulle domande del dialogo.

Rispondi alle domande

1. *Who likes theatre?*
Qual è il soggetto e qual è l'oggetto in questa domanda?

○ theatre soggetto; who oggetto.
○ who soggetto; theatre oggetto.



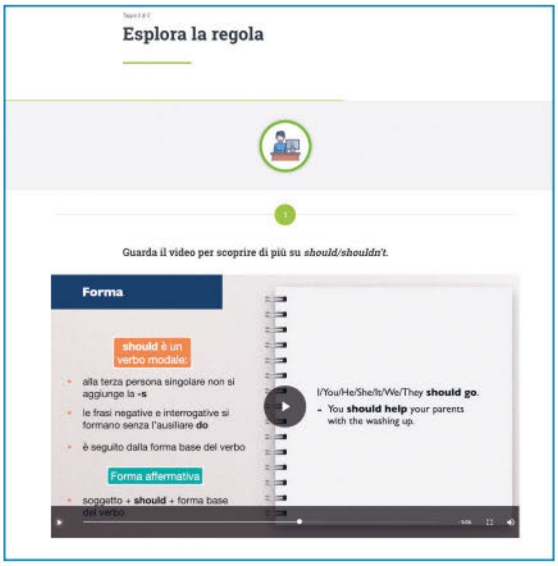
2. *What did Shakespeare write?*
Qual è il soggetto e qual è l'oggetto in questa domanda?

○ Shakespeare soggetto; what oggetto.
○ what soggetto; Shakespeare oggetto.

Tappa 2: Esplora la regola

Questa tappa si compone di diversi elementi:

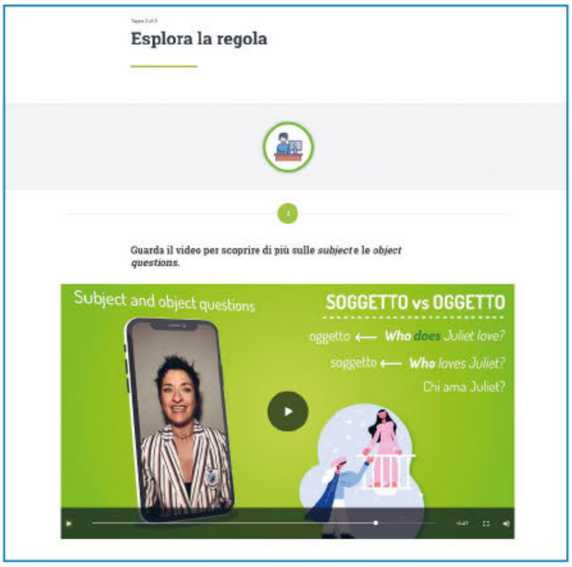
- **Video di presentazione** della regola: spiegazioni esaustive e schematiche, esempi in contesto e comode tabelle riassuntive. A volte si tratta di video grafici, a volte invece di video con una insegnante madrelingua che spiega e presenta.



Esplora la regola

Guarda il video per scoprire di più su *should/shouldn't*.

Forma
should è un verbo modale:
alla terza persona singolare non si aggiunge la **-s**
le frasi negative e interrogative si formano senza l'ausiliare **do**
è seguito dalla forma base del verbo
Forma affermativa
soggetto + **should** + forma base del verbo
I/You/He/She/It/We/They **should go**.
– You **should help** your parents with the washing up.

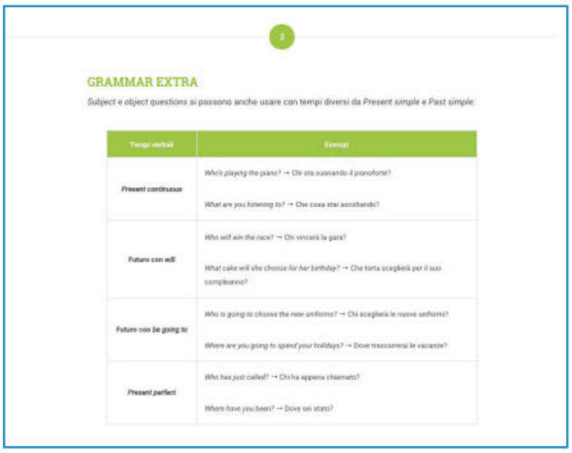


Esplora la regola

Guarda il video per scoprire di più sulle *subject* e le *object questions*.

Subject and object questions
SOGGETTO vs OGGETTO
oggetto ⟵ Who does Juliet love?
soggetto ⟵ Who loves Juliet?
Chi ama Juliet?

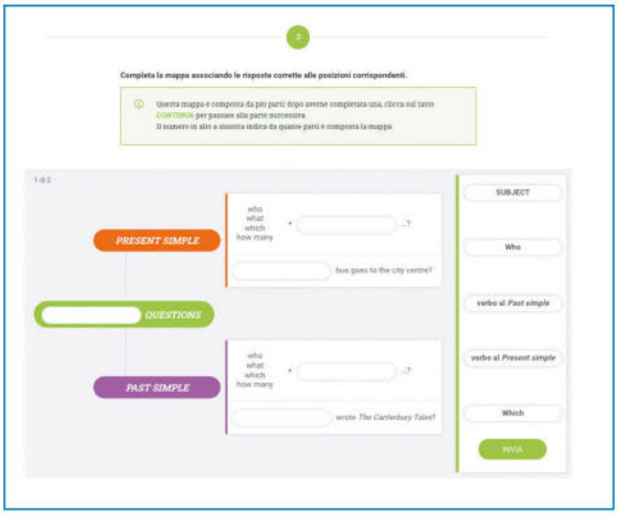
- **Grammar Extra** (quando necessario): particolarità o sfumature della regola che non compaiono nel video, per consentire flessibilità nel grado di approfondimento della regola affrontata.
- **Mappa**: dopo la visione del video, lo studente completerà la mappa interattiva autocorrettiva della regola e potrà poi scaricarla in formato PDF e conservarla per riferimento.



GRAMMAR EXTRA

Subject e *object questions* si possono anche usare con tempi diversi da *Present simple* e *Past simple*:

Tempi verbali	Esempi
Present continuous	*Who's playing the piano?* → Chi sta suonando il pianoforte?
	What are you listening to? → Che cosa stai ascoltando?
Futuro con will	*Who will win the race?* → Chi vincerà la gara?
	What cake will she choose for her birthday? → Che torta sceglierà per il suo compleanno?
Futuro con *be going to*	*Who is going to choose the new uniforms?* → Chi sceglierà le nuove uniformi?
	Where are you going to spend your holidays? → Dove trascorrerai le vacanze?
Present perfect	*Who has just called?* → Chi ha appena chiamato?
	Where have you been? → Dove sei stato?



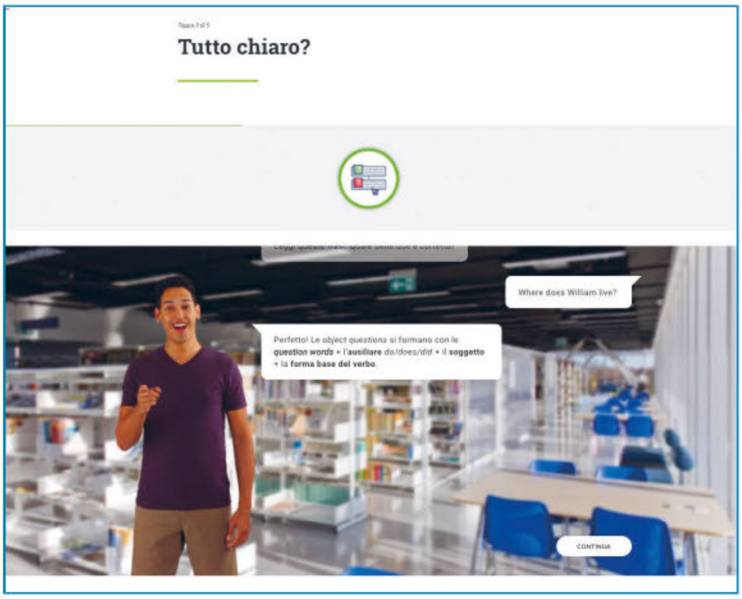
Completa la mappa associando le risposte corrette alle posizioni corrispondenti.

Questa mappa è composta da più parti: dopo averne completata una, clicca sul tasto CONTINUA per passare alla parte successiva.
Il numero in alto a sinistra indica da quante parti è composta la mappa.

1 di 2
PRESENT SIMPLE
who
what
which
how many
+ ...?
bus goes to the city centre?
QUESTIONS
PAST SIMPLE
who
what
which
how many
+ ...?
wrote *The Canterbury Tales*?
SUBJECT
Who
verbo al *Past simple*
verbo al *Present simple*
Which
INVIA

Tappa 3: Tutto chiaro?

La tappa 3 propone un momento di **verifica guidata** della comprensione di quanto introdotto nella tappa 1 e spiegato nella tappa 2. Un **tutor virtuale** porrà delle domande per testare il livello di assimilazione di quanto appena imparato, offrendo un **feedback** positivo o negativo e ulteriori precisazioni e spiegazioni in caso qualche aspetto della regola non fosse chiaro.



Tappa 3 di 5

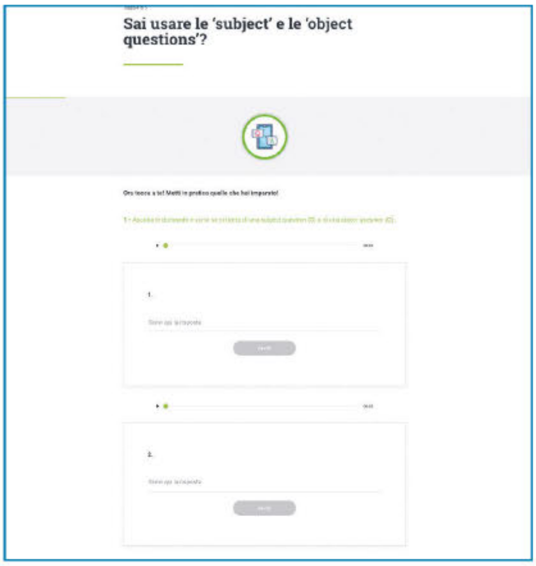
Tutto chiaro?

Where does William live?

Perfetto! Le object questions si formano con le **question words** + l'**ausiliare** do/does/did + il **soggetto** + la **forma base del verbo**.

Tappa 4: Sai usare…?

Numerose **attività interattive** sono proposte allo studente. Diverse tipologie si alternano per una verifica completa ed esaustiva della comprensione della regola. Sono sempre presenti esercizi con audio e chiude la serie di attività un esercizio di **traduzione** dall'italiano.

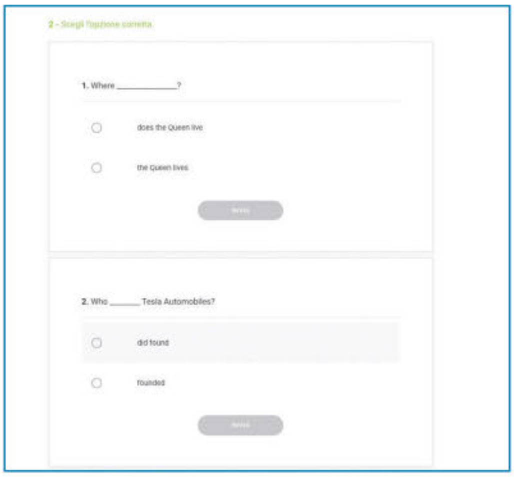


Sai usare le 'subject' e le 'object questions'?

Ora tocca a te! Metti in pratica quello che hai imparato!

1.

2.



2 - Scegli l'opzione corretta.

1. Where ___________?

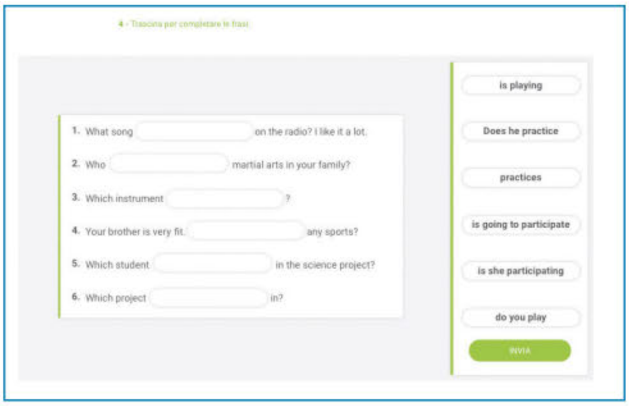
○ does the Queen live

○ the Queen lives

2. Who ______ Tesla Automobiles?

○ did found

○ founded

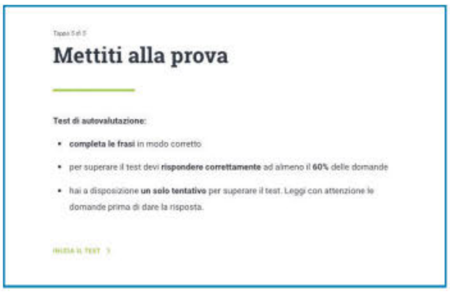


4 - Trascina per completare le frasi

1. What song ______ on the radio? I like it a lot.
2. Who ______ martial arts in your family?
3. Which instrument ______ ?
4. Your brother is very fit. ______ any sports?
5. Which student ______ in the science project?
6. Which project ______ in?

Tappa 5: Mettiti alla prova

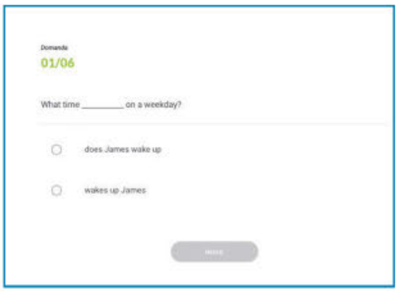
Alla fine del percorso di apprendimento un **test** con 6 domande a risposta multipla e con indicazione finale della percentuale di risposte corrette date.
Una valutazione (o autovalutazione) rapida ed efficace.



Mettiti alla prova

Test di autovalutazione:

- **completa le frasi** in modo corretto
- per superare il test devi **rispondere correttamente** ad almeno il **60%** delle domande
- hai a disposizione **un solo tentativo** per superare il test. Leggi con attenzione le domande prima di dare la risposta.



Domanda
01/06

What time ________ on a weekday?

○ does James wake up

○ wakes up James

Tappa 6: Approfondimento

Quando necessario, questa tappa consente di 'spingersi oltre', affrontando aspetti della regola più complessi o di un livello di lingua più alto rispetto a quello base di appartenenza.

DEAFLIX e l'inclusione

Pensati per tutti gli studenti e per i diversi stili di apprendimento, i percorsi digitali DEAFLIX si rivelano estremamente adatti anche a studenti con DSA. Le caratteristiche che maggiormente rendono DEAFLIX adatta per studenti con disturbi specifici dell'apprendimento sono le seguenti:

- **uno step alla volta**: il percorso digitale completo (che rappresenta nel suo insieme un sistema complesso) è spezzato in diversi step didattici, che possono essere affrontati in momenti differenti facilitando l'apprendimento globale
- **input chiari**: in ognuna delle fasi di ogni tappa, le istruzioni sono semplici, chiare e brevi. Non sono presenti compiti complessi o consegne formate da diverse parti, che potrebbero mettere in difficoltà lo studente
- **colour coding**: nell'interfaccia dei percorsi digitali in generale, nei video e nelle mappe, il sistema di colour coding consente una navigazione e un ambiente didattico chiaro, rassicurante e ben delineato
- **lingua in contesto comunicativo**: fondamentale per quegli studenti con una bassa capacità di astrazione, il lavoro sulla grammatica in contesto comunicativo costituisce un aiuto notevole
- **videolezione**: per antonomasia, il video rappresenta una modalità ideale per studenti con disturbi specifici dell'apprendimento ma anche per studenti che faticano a tenere alta la soglia di attenzione a input esterni
- **interattività**: ogni parte del percorso digitale è interattiva e offre la possibilità di ripetere più volte lo stesso esercizio
- **auto-monitoraggio** e **tutor virtuale**: dopo ogni step di ogni tappa, lo studente riceve un feedback immediato. Questo consente una presa di responsabilità e la possibilità di auto-valutazione che può avvenire evitando il momento di confronto generale e creando quindi meno stress o resistenza

DEAFLIX – Grammatica inglese – 80 argomenti fondamentali

Articles, nouns and pronouns
Articles
Plural nouns
this, that, these, those
Countable and uncountable nouns
Subject pronouns
Object pronouns
Possessive pronouns and *Whose…?*
some, any, every, no compounds
Relative pronouns
Defining and non-defining relative clauses
Reflexive and reciprocal pronouns

Adjectives and adverbs
Possessive adjectives and possessive *'s*
some, any, no
a lot of/lots of, much/many, a little/a few
too much, too many, too little, (not) enough
Comparative adjectives
Superlative adjectives
Position and order of adjectives
Adverbs and expressions of frequency
Adverbs of manner
so and *such*

Prepositions
Prepositions of place
Prepositions of time: *in, at, on*
Prepositions of movement

Tenses
Verb *be*: Present simple
Present simple (positive + spelling variations)
Present simple (negative, questions and short answers)
Present continuous
Present continuous (question words)
Present simple vs Present continuous
Present continuous for future
Verb *be*: Past simple
Past simple (positive)
Past simple (negative, questions and short answers)
Past continuous
Past continuous vs Past simple
Present perfect simple
Present perfect: *been* vs *gone*
Present perfect simple vs Past simple
Present perfect simple with *just, already, yet, still*
Present perfect simple with *for* and *since*
Present perfect continuous
Present perfect simple vs Present perfect continuous
be going to
will
Past perfect simple
Past perfect continuous
Future continuous
Future perfect
Future perfect continuous

Modals
can: ability and possibility
should/shouldn't
have to/don't have to
must/mustn't
must vs *have to* and *mustn't* vs *don't have to*
may and might for future possibility
should, ought to, need to, had better
Modal verbs of deduction (present and past)
didn't need to/needn't have + past participle
should have, ought to have, could have + past participle

Conditional forms
Zero and First conditional
Second conditional
Third conditional
Mixed conditionals

Verb forms and patterns
have got
Imperatives
love, like, don't mind, hate + -ing
There is, There are
look, look like, be like
Gerunds and infinitives
Verb patterns
Passive forms
could, managed to, was/were able to
Phrasal verbs
I wish, If only, I wish you would/wouldn't
used to, would, be/get used to

Reported Speech
Reported speech (statements, questions, requests, instructions and advice)

Interrogatives
Question words: *what, who, when, where, how*
Subject and object questions
Question tags

Didattica per competenze

INTRODUZIONE METODOLOGICA

Premessa

Lavorare per competenze risponde a un bisogno vero e offre la possibilità di cambiare non solo **parole** e **strumenti di valutazione**, ma anche **pratiche, approcci e mentalità** di chi ogni giorno vive una scuola che cambia.
Essere competenti richiede un adattamento all'ambiente in cui avvengono la comunicazione e l'interazione con l'altro e coinvolge l'intelligenza in senso ampio: il sapere **come** fare accanto al sapere **cosa** fare. Insieme di conoscenze di base, abilità cognitive e pratiche, atteggiamenti e attitudini personali, le **competenze** sono oggetto di osservazione, documentazione e valutazione finale, attestata dalla **certificazione delle competenze** rilasciata al termine del biennio della scuola secondaria di II grado.
Nel perimetro dell'educazione linguistica in cui si colloca il nostro corso, ciò si traduce nello sviluppo delle risorse linguistiche, culturali e personali necessarie affinché lo studente sappia quando e come usare la lingua in contesti di scambio con persone diverse per cultura e idioma.

1. Competenze di cittadinanza e assi culturali

Sulla base delle linee guida sancite nella Strategia di Lisbona in materia di istruzione e formazione il 18 dicembre 2006 e poi il 22 maggio 2018, il Parlamento europeo e il Consiglio hanno approvato una Raccomandazione relativa alle **competenze chiave per l'apprendimento permanente**, o "**competenze chiave di cittadinanza**", definite come "ciò di cui tutti hanno bisogno per la realizzazione e lo sviluppo personali, la cittadinanza attiva, l'inclusione sociale e l'occupazione". Esse dovrebbero essere acquisite al termine del periodo obbligatorio di istruzione o di formazione e servire come **base** al proseguimento dell'apprendimento nel quadro dell'educazione e della formazione permanente.
Si riferiscono a tre aspetti: **realizzazione e crescita personale** (componente culturale); **cittadinanza attiva e integrazione** (componente sociale); **capacità di inserimento professionale** (componente professionale).

Le **competenze chiave di cittadinanza** sono otto:
1 competenza alfabetica funzionale
2 competenza multilinguistica
3 competenza matematica e in scienze, tecnologie e ingegneria
4 competenza digitale
5 competenza personale, sociale e capacità di imparare a imparare
6 competenza in materia di cittadinanza
7 competenza imprenditoriale
8 competenza in materia di consapevolezza ed espressione culturali

Con riferimento alla **competenza multilinguistica**, nella Raccomandazione del 22 maggio 2018 si legge quanto segue.

"Tale competenza definisce la capacità di utilizzare diverse lingue in modo appropriato ed efficace allo scopo di comunicare. In linea di massima essa condivide le abilità principali con la competenza alfabetica: si basa sulla capacità di comprendere, esprimere e interpretare concetti, pensieri, sentimenti, fatti e opinioni in forma sia orale sia scritta (comprensione orale, espressione orale, comprensione scritta ed espressione scritta) in una gamma appropriata di contesti sociali e culturali a seconda dei desideri o delle esigenze individuali. Le competenze linguistiche comprendono una dimensione storica e competenze interculturali. Tale competenza si basa sulla capacità di mediare tra diverse lingue e mezzi di comunicazione, come indicato nel quadro comune europeo di riferimento. Secondo le circostanze, essa può comprendere il mantenimento e l'ulteriore sviluppo delle competenze relative alla lingua madre, nonché l'acquisizione della lingua ufficiale o delle lingue ufficiali di un paese.

Conoscenze, abilità e atteggiamenti essenziali legati a tale competenza

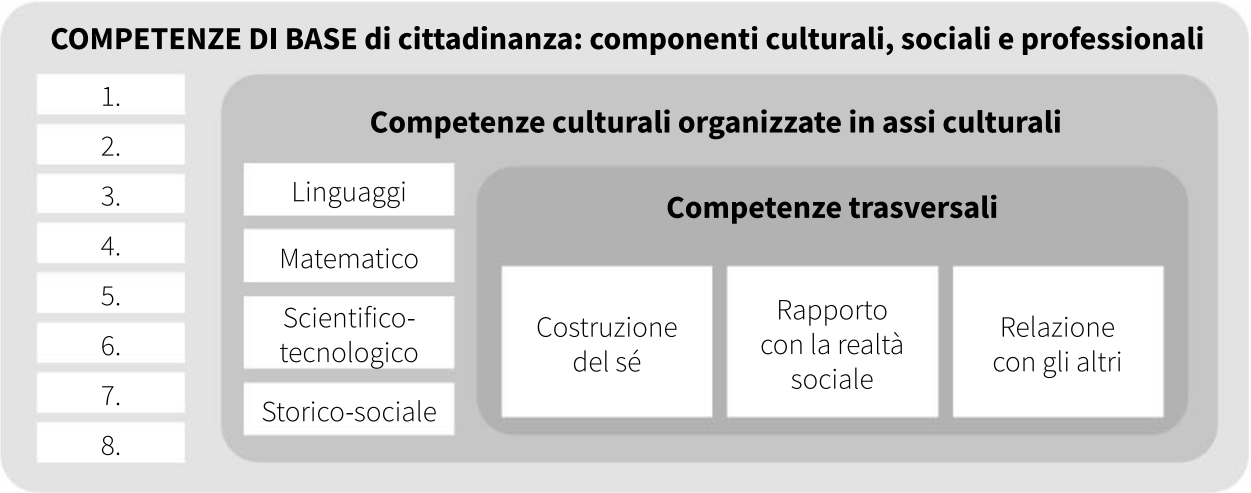
Questa competenza richiede la conoscenza del vocabolario e della grammatica funzionale di lingue diverse e la consapevolezza dei principali tipi di interazione verbale e di registri linguistici. È importante la conoscenza delle convenzioni sociali, dell'aspetto culturale e della variabilità dei linguaggi. Le abilità essenziali per questa competenza consistono nella capacità di comprendere messaggi orali, di iniziare, sostenere e concludere conversazioni e di leggere, comprendere e redigere testi, a livelli diversi di padronanza in diverse lingue, a seconda delle esigenze individuali. Le persone dovrebbero saper usare gli strumenti in modo opportuno e imparare le lingue in modo formale, non formale e informale tutta la vita.

Un atteggiamento positivo comporta l'apprezzamento della diversità culturale nonché l'interesse e la curiosità per lingue diverse e per la comunicazione interculturale. Essa presuppone anche rispetto per il profilo linguistico individuale di ogni persona, compresi sia il rispetto per la lingua materna di chi appartiene a minoranze e/o proviene da un contesto migratorio che la valorizzazione della lingua ufficiale o delle lingue ufficiali di un paese come quadro comune di interazione."

Il regolamento n. 139 sul nuovo obbligo di istruzione del 22 agosto 2007 (G.U. n. 202 del 31 agosto 2007) contiene indicazioni sulle competenze e i saperi riferiti a **quattro assi culturali** che tutti i giovani devono possedere a sedici anni, indipendentemente dalla scuola che frequentano:

- asse dei linguaggi
- asse matematico
- asse scientifico-tecnologico
- asse storico-sociale

Gli assi costituiscono "il tessuto" per la costruzione di percorsi di apprendimento orientati all'acquisizione delle competenze chiave che preparino i giovani alla vita adulta e che costituiscano la base per consolidare e accrescere saperi e competenze in un processo di apprendimento permanente, anche ai fini della futura vita lavorativa. Inoltre, gli assi contribuiscono allo sviluppo di **competenze trasversali** riconducibili a tre aree: costruzione del sé e dell'identità personale, rapporto con la realtà naturale e sociale, relazione con gli altri.


COMPETENZE DI BASE di cittadinanza: componenti culturali, sociali e professionali
1.
2.
3.
4.
5.
6.
7.
8.
Competenze culturali organizzate in assi culturali
Linguaggi
Matematico
Scientifico-tecnologico
Storico-sociale
Competenze trasversali
Costruzione del sé
Rapporto con la realtà sociale
Relazione con gli altri

Per ciascun asse culturale sono state individuate alcune competenze (sedici in tutto).
Per quanto riguarda l'**asse dei linguaggi**, il Regolamento sull'obbligo di istruzione prevede le seguenti **competenze**:

- padronanza della **lingua italiana**: padroneggiare gli strumenti espressivi e argomentativi indispensabili per gestire l'interazione comunicativa verbale in vari contesti; leggere, comprendere e interpretare testi scritti di vario tipo; produrre testi di vario tipo in relazione ai differenti scopi comunicativi;

- utilizzare una **lingua straniera** per i principali scopi comunicativi e operativi;
- utilizzare gli strumenti fondamentali per una fruizione consapevole del patrimonio **artistico** e **letterario**;
- utilizzare e produrre **testi multimediali**.

2. Competenza comunicativa

Centrale, rispetto all'asse dei linguaggi, è la competenza comunicativa, che si articola in:

- **linguistica**
  competenza lessicale, grammaticale, semantica, fonologica
- **sociolinguistica**
  conoscenze e abilità implicate nella dimensione sociale dell'uso linguistico: regole di cortesia, espressioni della saggezza popolare, differenze di registro, dialetti e accenti
- **pragmatica**
  conoscenza degli elementi che permettono ai messaggi di essere concepiti, strutturati e adattati al contesto (competenza discorsiva), di essere usati per realizzare funzioni comunicative (competenza funzionale) e di essere messi in sequenza secondo copioni (competenza di pianificazione)

Le competenze comunicative hanno le seguenti caratteristiche e particolarità:

- sono un insieme di **conoscenze**, di **abilità** e di modi di porsi o **atteggiamenti**;
- si mettono in gioco nella realizzazione di **compiti** e di **attività** di ricezione, produzione, interazione e mediazione;
- hanno bisogno di **strategie** nella realizzazione di un compito;
- servono a comprendere e/o a produrre **testi**.

3. Competenze del 21° secolo

Le **competenze del 21° secolo** sono state progressivamente identificate nella legislazione europea, e quindi recepite da quella italiana, come **abilità strategiche** necessarie per affrontare la complessità crescente del mondo contemporaneo. A partire dalla definizione di competenza contenuta nella Raccomandazione per il *Quadro Europeo delle Qualifiche* (2008) fino alle *skills* indicate nel report *New Vision for Education* (2015), tali competenze sono **decisive** per la formazione degli studenti e **coerenti** con gli obiettivi dell'*Agenda 2030* (2015), il documento siglato dalle Nazioni Unite in cui la formazione è agente di cambiamento nella costruzione di società eque, sostenibili e prospere.
Il sistema educativo dovrebbe dunque garantire agli individui lo sviluppo di quelle **capacità trasversali** – non esclusivamente basate sull'acquisizione di contenuti – che permettono l'adattamento a scenari di vita e di lavoro mutevoli, con lo scopo ultimo di consentire al cittadino di essere, per **tutta la vita**, parte attiva e consapevole in una società digitalizzata e in rapida evoluzione, in pieno accordo con il primo principio-chiave del pilastro europeo dei diritti sociali.

Rispetto a un modello educativo più tradizionale, nello sviluppo delle competenze del 21° secolo lo studente è accompagnato in un percorso che, a partire dall'acquisizione di **informazioni e abilità chiave**, muove in direzione della **rielaborazione** in un contesto attivo di gruppo. In questo processo di apprendimento fortemente connesso con la **realtà**, alcune caratteristiche personali sono costantemente attivate per promuoverne il rafforzamento. Il nuovo paradigma educativo del 21° secolo è dunque fondato sulla relazione tra **competenze chiave di cittadinanza**, **competenze trasversali** (le "quattro C") e **competenze per la vita** (*life skills*).

COMPETENZE DEL 21° SECOLO

Competenze-chiave di cittadinanza
Competenze base usate nei compiti quotidiani

1. comunicazione nella madrelingua e nella lingua straniera
2. competenza matematica
3. competenza scientifica e tecnologica
4. competenza digitale
5. imparare a imparare
6. competenze sociali e civiche
7. spirito di iniziativa
8. consapevolezza ed espressione culturale

4C
Risorse per affrontare sfide complesse

1. pensiero critico
2. pensiero creativo
3. comunicazione
4. collaborazione

Life Skills
Qualità per l'adattamento a scenari di vita e lavoro mutevoli

1. curiosità e conoscenza di sé
2. capacità di prendere decisioni
3. gestione dello stress
4. flessibilità e gestione del tempo
5. leadership
6. emozioni
7. empatia
8. relazioni e capacità di risolvere conflitti
9. analisi e problem solving
10. saper collaborare con gli altri

Il termine **competenze per la vita** fa riferimento a una gamma di abilità cognitive, emotive e relazionali di base che consentono alle persone di operare con competenza sia sul piano individuale che su quello sociale, affrontando efficacemente le richieste e le sfide della vita quotidiana.
Nel documento dell'OMS, *Life Skills Education for children and adolescents in schools*, si afferma che: "Le competenze per la vita sono le competenze che portano a comportamenti positivi e di adattamento che rendono l'individuo capace di far fronte efficacemente alle richieste e alle sfide della vita di tutti i giorni. Descritte in questo modo, le competenze per la vita sono innumerevoli e la loro natura e la definizione può differenziarsi in base alla cultura e al contesto. Tuttavia, analizzando il campo di studio delle competenze per la vita, emerge l'esistenza di un nucleo fondamentale di abilità che sono alla base delle iniziative di promozione della salute e benessere di bambini e adolescenti."

Ecco di seguito la definizione del nucleo fondamentale individuato dal documento dell'OMS.

1 **Self-awareness** – Conoscere se stessi, il proprio carattere, i propri bisogni e desideri, i propri punti deboli e i propri punti forti, come condizione indispensabile per le relazioni interpersonali positive e l'empatia.

2 **Decision-making and problem solving** – Saper analizzare situazioni ed esperienze in modo oggettivo, capacità di affrontare i problemi in modo costruttivo.

3 **Coping with stress** – Riconoscere le fonti di stress nella vita quotidiana, comprendere come queste ci "tocchino" e agire in modo da controllare i diversi livelli di stress.

4 **Time management** – Saper organizzare i tempi di lavoro e di svago, controllare le fonti di tensione e di stress sia tramite cambiamenti nell'ambiente o nello stile di vita, sia tramite la capacità di rilassarsi.

5 **Leadership** – Capacità di prendere decisioni e proporsi come un leader positivo.
6 **Coping with emotions** – Sapere riconoscere le emozioni in noi stessi e negli altri.
7 **Empathy** – Saper comprendere e ascoltare gli altri, immedesimandosi in loro, accettandoli e migliorando la loro autostima.
8 **Interpersonal relationship** – Sapersi mettere in relazione costruttiva con gli altri, saper creare e mantenere relazioni significative ma anche essere in grado di interrompere le relazioni in modo costruttivo.
9 **Effective communication** – Sapersi esprimere, sia sul piano verbale sia su quello non verbale, con modalità appropriate rispetto alla cultura e alle situazioni.
10 **Teamwork** – Saper collaborare con gli altri per raggiungere un obiettivo comune.

4. I compiti di realtà

Come già detto, le conoscenze relative ai saperi linguistici non sono lo scopo ultimo dell'insegnamento della lingua: al contrario, la lingua costituisce una sorta di **banca dati di risorse ed esponenti linguistici** che permettono di sviluppare comportamenti strategici e competenze.

Le competenze non si insegnano. Ciò che un docente può fare per sviluppare competenze è mettere gli alunni in una situazione concreta, di fronte a un **compito di realtà**, a un **progetto** che permetta loro di far evolvere repertori linguistici e competenze. Le competenze si costruiscono facendo **esperienze in lingua**.
Occorrerà pertanto stabilire un equilibrio dinamico tra **l'attenzione portata al significato e quella portata alla forma**, scegliendo e graduando i compiti in modo da facilitare e riconoscere sia le prestazioni legate al compito, sia il progresso nell'apprendimento linguistico.

Un compito o situazione-problema aiuta la costruzione di competenze quando:
- contiene un **ostacolo** o un problema da risolvere;
- sollecita l'uso di **processi cognitivi complessi** (porsi domande, analizzare, pensare, creare);
- contiene **elementi non prevedibili**, di rottura delle aspettative;
- rimanda a una **situazione complessa**, possibilmente collegata alla realtà;
- offre **diverse soluzioni** o risposte;
- permette l'uso di **strategie** differenziate;
- richiede l'esercizio e l'applicazione di **conoscenze e abilità** pregresse;
- mira a verificare **l'autonomia e la responsabilità** nell'esercizio di una competenza;
- somma un numero di **compiti più piccoli** che vanno a costituire un'attività più ampia e sono presentati con una certa chiarezza (si conosce il "quando", il "come" e il "perché");
- si riferisce a obiettivi di apprendimento di una o **più discipline**.

5. Programmare per competenze

Nelle **Indicazioni Nazionali** del 2012[1] (che fissano al **B1** l'obiettivo linguistico da raggiungere al termine del biennio della scuola secondaria di II grado), l'insegnamento delle lingue comunitarie ha come finalità lo sviluppo di una "**competenza plurilingue e pluriculturale**", definita come "la capacità che una persona, come soggetto sociale, ha di usare le lingue per comunicare e di prendere parte a interazioni interculturali, in quanto padroneggia, a livelli diversi, competenze in più lingue ed esperienze in più culture".
In una prospettiva di lavoro per competenze, occorre evidenziare che **l'obiettivo non è mai la lingua straniera in sé, ma l'uso della lingua per fare con la lingua e in lingua alcune esperienze**.
Più in particolare, i **Traguardi di sviluppo delle competenze** secondo la normativa in vigore alla **fine del primo biennio** della scuola secondaria di II grado sono i seguenti.

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[1] Il testo delle Indicazioni Nazionali 2012 prende il posto delle Indicazioni per il Curricolo del 2007 che, al 31 agosto 2012, hanno terminato il loro periodo "sperimentale" (ai sensi del DPR 89/2009).

Competenze	Abilità/Capacità	Conoscenze
Utilizzare una lingua straniera per i principali scopi comunicativi ed operativi	• Comprendere i punti principali di messaggi e annunci semplici e chiari su argomenti di interesse personale, quotidiano, sociale o professionale • Ricercare informazioni all'interno di testi di breve estensione di interesse personale, quotidiano, sociale o professionale • Descrivere in maniera semplice esperienze ed eventi, relativi all'ambito personale e sociale • Utilizzare in modo adeguato le strutture grammaticali • Interagire in conversazioni brevi e semplici su temi di interesse personale, quotidiano, sociale o professionale • Scrivere brevi testi di interesse personale, quotidiano, sociale o professionale • Scrivere correttamente semplici testi su tematiche coerenti con i percorsi di studio • Riflettere sui propri atteggiamenti in rapporto all'altro in contesti multiculturali	• Lessico di base su argomenti di vita quotidiana, sociale e professionale • Uso del dizionario bilingue • Regole grammaticali fondamentali • Corretta pronuncia di un repertorio di parole e frasi memorizzate di uso comune • Semplici modalità di scrittura: messaggi brevi, lettera informale • Cultura e civiltà dei paesi di cui si studia la lingua

Ecco uno **schema di programmazione per competenze** utile alla lingua straniera.

<table>
<tr><th colspan="4">Asse dei linguaggi – Disciplina: lingua straniera</th></tr>
<tr><td colspan="4">competenze</td></tr>
<tr><td colspan="3">attività</td><td>conoscenze</td></tr>
<tr><td>ricezione</td><td>produzione</td><td>interazione</td><td rowspan="2">tipi di testo</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">collegamenti con altre discipline/assi:</td><td>materiali</td></tr>
</table>

6. Valutare le competenze

La costruzione di competenze è per sua natura **processuale**; nessuna competenza può essere fissata in una prestazione e, soprattutto, nella valutazione delle competenze occorre tenere presenti tre fattori:

- le diverse **componenti** di una data competenza (conoscenze, abilità, atteggiamenti);
- la **contestualizzazione** di una competenza (essa si manifesta nello svolgimento di un compito di realtà, nella risoluzione di una situazione-problema);
- la **molteplicità** dei punti di vista.

Un alunno può avere competenze elementari in determinate situazioni e competenze più articolate in altre. La valutazione delle competenze non è la valutazione di conoscenze e abilità e non si riduce a una media tra le diverse “prestazioni” dello studente, né alla traduzione del voto di disciplina in livello di competenza.
Per valutare le competenze, **occorre raccogliere elementi e informazioni sulle diverse dimensioni della competenza**: conoscenze e abilità (dimensione cognitiva); motivazione, interesse e partecipazione (dimensione affettivo-motivazionale); consapevolezza del compito e delle strategie adatte per portarlo a termine (dimensione metacognitiva).

In secondo luogo, **le competenze evolvono nel tempo**. Quindi nessuna singola rilevazione né la valutazione di una singola prestazione è in grado di darci informazioni sul livello di competenza raggiunto. Serve invece una documentazione da costruire nel tempo: la **valutazione diventa** quindi un’**attività sistematica**, organizzata e continuativa, di raccolta e di lettura delle informazioni rilevate attraverso strumenti diversi, scegliendo una serie di **indicatori misurabili.**

Inoltre, nei documenti europei e nei modelli di certificazione le competenze sono descritte in termini di responsabilità e autonomia attraverso dei **livelli**.
Visto che la competenza richiede di saper scegliere e applicare conoscenze e abilità in contesti nuovi, essa può essere valutata attraverso degli indicatori di livello proponendo allo studente un compito complesso e il più possibile autentico:

- **parziale** – dimostra di non soddisfare nessuno degli indicatori neanche in forma guidata
- **basilare** – dimostra di soddisfare almeno X su N indicatori in forma guidata
- **adeguato** – dimostra di soddisfare tutti gli indicatori in forma guidata e X su N in forma autonoma
- **ottimo** – dimostra di soddisfare tutti gli indicatori in forma autonoma

Tra gli strumenti utilizzabili per una corretta valutazione delle competenze troviamo le **rubriche valutative**. Una rubrica è uno strumento che elenca **i criteri per analizzare un lavoro** (prodotto o prestazione) nei suoi aspetti più significativi, esprimendone i livelli di qualità.
È quindi una guida per l’attribuzione di un punteggio che cerca di valutare le prestazioni sulla base di un insieme di criteri che vanno da un livello minimo a uno massimo.
La rubrica della competenza permette di identificare, per ogni specifica competenza oggetto dell’azione formativa, il rapporto che si instaura tra le sue componenti, che sono:

- **indicatori**: i compiti e i comportamenti osservabili che costituiscono il riferimento concreto della competenza
- **livelli**: i gradi di padronanza (parziale, basilare, adeguato, ottimo) che lo studente è in grado di dimostrare
- **conoscenze e abilità**: ciò che lo studente deve sapere e saper fare all’interno di quella specifica competenza.

Asse dei linguaggi – Disciplina: lingua straniera				
Competenza				
Indicatori	Livelli di padronanza			
	Parziale	Basilare	Adeguato	Ottimo
Conoscenze				
Abilità				

Programmazione didattica *Goals A2*

Starter A-C

Materiale cartaceo: Student's Book + Workbook, Teacher's and Test Book
Materiale digitale offline: chiavetta (per l'insegnante)
Materiale digitale online: eBook, sito del libro, creaTEST Plus, Crealezioni, DEAFLIX
Risorse per l'apprendimento inclusivo: *Goals for everyone* + test compensati
Tempo previsto: 6-8 ore

Starter A–C	
Conoscenze	**Abilità**
A Meeting friends **GRAMMAR** Verb *be*: positive and negative (p. 12) Subject pronouns, Possessive adjectives (p. 12 >> VIDEO) *this*, *that*, *these*, *those* (p. 13 >> VIDEO) **VOCABULARY** Cardinal numbers (p. 13) The time (p. 13) **COMMUNICATION** Keeping an appointment (p. 12) Talking about age (p. 13) Saying the time (p. 13)	**LISTENING** A2 capire l'età delle persone (p. 13) A2 capire gli orari (p. 13) **READING** A2 capire semplici messaggi scritti per controllare un appuntamento (p. 12) **SPEAKING** A1 porre domande sull'età e rispondere (p. 13) **WRITING** A1 scrivere frasi ed espressioni semplici con il verbo *be* (p. 13) **MEDIATION** A1 contribuire alla comunicazione dando informazioni su se stessi (p. 13)
B At the sports centre **GRAMMAR** Verb *be*: questions and short answers (p. 14) Questions words (p. 15 >> VIDEO) **VOCABULARY** Days, months and seasons (p. 14) Ordinal numbers (p. 14) The alphabet (p. 14) **COMMUNICATION** Talking about sports (p. 14) Applying for judo classes at the sports centre (p. 14) Talking about time, age and date (pp. 14-15)	**LISTENING** A2 capire brevi conversazioni in cui si danno informazioni sulla data (p. 15) o ci si iscrive a una classe di lingua (p. 15) **READING** A2 capire una conversazione in cui una studentessa si iscrive a un club sportivo (p. 14) **SPEAKING** A1 districarsi con i numeri e le date (p. 15) **WRITING** A1 dare informazioni su una persona compilando un modulo (p. 15) **MEDIATION** A2 comunicare informazioni rilevanti usando un linguaggio semplice (p. 15)
C In class **GRAMMAR** Prepositions of place (1) (p. 17) Object pronouns (p. 17 >> VIDEO) Imperatives (p. 17 >> VIDEO) **VOCABULARY** The classroom (p. 16) **COMMUNICATION** Talking about your classroom (p. 16-17) Talking about the position of objects (p. 17) Giving commands (p. 17)	**LISTENING** A2 capire istruzioni in classe (p. 17) **READING** A2 capire un insegnante che assegna un lavoro di presentazione (p. 16) **SPEAKING** A2 descrivere la propria classe (pp. 16-17) A2 formulare comandi e proibizioni (p. 17) **WRITING** A2 completare istruzioni in classe (p. 17) **MEDIATION** A2 comunicare una serie di istruzioni (p. 17)

Saperi essenziali

Saper comprendere parole ed espressioni che si riferiscono ad argomenti familiari e quotidiani
Saper leggere e comprendere testi brevi e semplici (messaggi, dialoghi, moduli di domanda)
Saper interagire in modo semplice formulando domande su argomenti familiari e rispondendo

Educazione civica

Legalità e costituzione
Interagire e comunicare in classe (pp. 16-17)

Ambiente e salute
Iscriversi a un club sportivo (pp. 14-15)

Cittadinanza digitale
Comunicare attraverso messaggini (p. 12)

Preparazione agli esami

Preliminary
Speaking Part 1 (pp. 14, 15)

Trinity
Grade 1 (pp. 13, 14, 15, 17), Grade 2 (p. 14), Grade 3 (pp. 13, 15), Grade 4 (p. 17)

Modalità di valutazione

Tipologia di prove di verifica	**Scansione temporale**
Prove scritte: …………………………………………… Prove orali: …………………………………………… Prove pratiche: ……………………………………………	Numero di verifiche sommative previste per il quadrimestre: …………………………………………………………… ……………………………………………………………

Tests: Diagnostic, Starter Units A-C, Starter Exit
DSA tests: Starter Units A-C

Units 1–2

Materiale cartaceo: Student’s Book + Workbook, Teacher’s and Test Book
Materiale digitale offline: chiavetta (per l’insegnante)
Materiale digitale online: eBook, sito del libro, creaTEST Plus, Crealezioni, DEAFLIX
Risorse per l’apprendimento inclusivo: *Goals for everyone* + test compensati
Tempo previsto: 18 ore

Unit 1 – My world	Unit 2 – Family and home
Conoscenze	**Conoscenze**
GRAMMAR Verb *be*: all forms (p. 19 >> VIDEO) Articles: *a*, *an* and *the* (p. 20 >> VIDEO) Verb *can*: ability and possibility (p. 20 >> VIDEO) Level of ability (p. 23) **VOCABULARY** Countries and nationalities (p. 19) Abilities (p. 21) Word Work: Adjectives to describe people (p. 23) **COMMUNICATION** Talking about where you are from (pp. 18-19) Talking about abilities (p. 21) Making friends (p. 24 >> VIDEO) **STUDY SKILL** Predicting content from the title and photos (p. 22) **CULTURE** *Online English chat* (p. 18) *My fantastic five* (p. 22) *The Global Goals* (pp. 26-27)	**GRAMMAR** Plural nouns (p. 29 >> VIDEO) Possessive *’s* (p. 29 >> VIDEO) Verb *have got* (p. 30 >> VIDEO) Possessive pronouns + *Whose...?* (p. 30 >> VIDEO) *there is, there are* (p. 33 >> VIDEO) *some* and *any* (1) **VOCABULARY** Family and pets (p. 29) Personal possessions (p. 31) Word Work: The bedroom (p. 33) Word Work: Colours and common adjectives (p. 35) **COMMUNICATION** Talking about family and pets (pp. 28-29) Talking about possessions (pp. 30-31) Describing your bedroom (p. 34 >> VIDEO) **STUDY SKILL** Learning new words with post-it notes (p. 33) **CULTURE** *Me and my family* (p. 28) *Our space* (p. 32) *10 tips for an eco-friendly bedroom* (pp. 36-37)
Abilità	**Abilità**
LISTENING A2 capire frasi, se trattano argomenti con significati immediati, per es. brevi dialoghi sulle abilità di sei studenti (p. 21) A2 ricavare le informazioni essenziali da una conversazione in cui due nuovi studenti si presentano (p. 25) **READING** A2 desumere informazioni importanti da una chat online in cui quattro ragazzi si presentano (p. 18), da un blog su compagni di scuola di grande talento (p. 22) A2 capire un articolo sull’importanza dei Global Goals (p. 27) **SPEAKING** A2 parlare della nazionalità di quattro persone famose (p. 19) e di alcuni spettacoli preferiti (p. 19) A2 parlare delle proprie abilità (pp. 20, 21, 23) e di quelle altrui (p. 23) A2 presentarsi e fare amicizia (p. 25) A2 discutere delle difficoltà che si incontrano in una nuova città o un nuovo paese (p. 25) **WRITING** A2 descrivere le abilità di un compagno (p. 21) A2 scrivere informazioni personali su un compagno (p. 25) A2 scrivere un breve testo su uno degli obiettivi di sviluppo sostenibile (p. 27) **MEDIATION** A2 contribuire alla comunicazione invitando altri ad esprimersi e scambiando informazioni personali (p. 24)	**LISTENING** A2 ricavare le informazioni essenziali da conversazioni in cui si descrive l’uso di un nuovo oggetto elettronico o sportivo (p. 31), da interviste in cui si danno informazioni personali (p. 35) **READING** A2 desumere informazioni importanti da un post sulla famiglia (p. 28), da un articolo sulla camera di due sorelle (p. 32) A2 capire semplici istruzioni su come rendere ecologica la propria camera (pp. 36-37) **SPEAKING** A2 porre domande sulla famiglia e sugli animali domestici e rispondere a tali interrogativi (pp. 28, 29) A2 porre domande sugli oggetti scolastici nello zaino (p. 30), su oggetti preferiti (p. 31), su luoghi interessanti nella zona (p. 33), sugli animali domestici preferiti (p. 35) A2 descrivere la propria camera (p. 35) **WRITING** A2 descrivere due oggetti preferiti (p. 31) A2 descrivere la camera del compagno (p. 35) A2 scrivere alcune regole per rendere la propria casa più ecologica (p. 37) **MEDIATION** A2 facilitare la comunicazione chiedendo semplici informazioni riguardo alla camera del compagno (p. 35)

Listening & Life Skills, Spotlight on Culture, Summative Revision

Conoscenze

Spotlight on Culture: *The UK in numbers* (p. 39)
Vocabulary: Countries and nationalities; Abilities; Family and pets; Personal possessions (p. 40)
Grammar: Verb *be*; Articles: *a*, *an*, *the*; Verb *can*: ability and possibility; Level of ability; Plural nouns; Possessive *'s*; Verb *have got*; Possessive pronouns and *Whose…?*; *there is*, *there are*; *some* and *any* (1) (p. 40)

Abilità

LISTENING
A2 capire cinque conversazioni in cui le persone mostrano mancanza di rispetto (p. 38)

READING
A2 desumere informazioni da un articolo con molte cifre, illustrazioni e grafici relativi al Regno Unito (p. 39)

SPEAKING
A2 scambiare un punto di vista personale nel corso di una discussione sul proprio paese (p. 39)

UNITS 1-2

Saperi essenziali

Saper comprendere, all'interno di un discorso pronunciato lentamente e ben scandito, parole ed espressioni che si riferiscono ad argomenti familiari e quotidiani
Saper leggere e comprendere testi brevi e semplici, per esempio dei post online
Saper leggere e comprendere articoli di giornale su argomenti di attualità
Saper interagire in modo semplice formulando domande su argomenti familiari e rispondendo
Saper scrivere un breve testo informale su argomenti della vita privata e su argomenti di attualità

Educazione civica

Legalità e costituzione
I 17 obiettivi di sviluppo sostenibile (pp. 26-27)
Applicare il concetto di rispetto nella comunicazione con gli altri (p. 38)

Ambiente e salute
Global Goal 7 Affordable and clean energy (pp. 36-37): assicurare a tutti l'accesso a sistemi di energia economici, affidabili, sostenibili e moderni
Global Goal 13 Climate action (pp. 36-37): promuovere azioni a tutti i livelli per combattere il cambiamento climatico
Rendere più ecologica la propria casa, in particolare la propria camera da letto (pp. 36-37)

Cittadinanza digitale
L'uso consapevole di Internet per ricerche su argomenti di interesse generale (pp. 27, 37)

Life skills

Pensiero critico (Five Global Goals p. 27, Pros and cons of renewable energy p. 37)
Collaborazione e empatia (Discuss pp. 23, 25)
Comunicazione efficace (Making friends p. 24, Discuss p. 38)

Preparazione agli esami

Preliminary
Speaking Part 1 (pp. 18, 19, 21, 23, 28, 29, 33)

Trinity
Grade 1 (pp. 25, 28, 29, 35), Grade 2 (pp. 25, 30, 35), Grade 3 (pp. 18, 19, 20, 21, 23, 25, 33, 38), Grade 4 (p. 19)

INVALSI
Reading: short answers (p. 18), Listening: completing sentences (p. 31)

Modalità di valutazione

Tipologia di prove di verifica	**Scansione temporale**
Prove scritte: .... Prove orali: .... Prove pratiche:	Numero di verifiche sommative previste per il quadrimestre: ....

Tests: Units 1 & 2, Cumulative 1-2, Skills 1 & 2, Listening 1 & 2, Speaking 1 & 2, Educazione civica 1 & 2, Recupero 1 & 2
DSA Tests: Units 1 & 2, Cumulative 1-2, Skills 1 & 2, Listening 1 & 2

Units 3-4

Materiale cartaceo: Student's Book + Workbook, Teacher's and Test Book
Materiale digitale offline: chiavetta (per l'insegnante)
Materiale digitale online: eBook, sito del libro, creaTEST Plus, Crealezioni, DEAFLIX
Risorse per l'apprendimento inclusivo: *Goals for everyone* + test compensati
Tempo previsto: 18 ore

Unit 3 – Free to be me	Unit 4 – Day to day
Conoscenze	**Conoscenze**
GRAMMAR Present simple (1): positive and negative (p. 43 >> VIDEO) Present simple (2): questions and short answers (p. 44 >> VIDEO) Adverbs and expressions of frequency (p. 44 >> VIDEO) *like*, *love*, *hate*, *enjoy*, *don't mind* + *-ing* (p. 47 >> VIDEO) *so*, *neither* (p. 48) **VOCABULARY** Free-time activities (p. 43 >> VIDEO) Word Work: *build*, *do*, *go to*, *play*, *read*, *watch* (p. 43) Sports (p. 45) Word Work: *play*, *do* and *go* (p. 45) **COMMUNICATION** Talking about free time and sports (p. 42) Talking about regular activities (p. 44) Talking about likes and dislikes (p. 47) Agreeing and disagreeing (p. 48 >> VIDEO) **STUDY SKILL** Before you listen (p. 49) **CULTURE** *Teen forum > free time* (p. 42 >> VIDEO) *Sport report: Australia* (p. 46) *The power of sport* (pp. 50-51)	**GRAMMAR** Prepositions of time (p. 53 >> VIDEO) Present continuous (p. 54 >> VIDEO) Present continuous vs Present simple (p. 54 >> VIDEO) Present continuous and Present simple: future (p. 57) **VOCABULARY** Daily routines (p. 53) Word Work: *do*, *have* or *get* (p. 53) School subjects (p. 55 >> VIDEO) **COMMUNICATION** Talking about daily routines (p. 53) Talking about actions in progress and in the future (pp. 54, 57) Making arrangements (p. 58 >> VIDEO) **STUDY SKILL** Scanning a text to find specific information (p. 57) **CULTURE** *My life in the Arctic* (p. 52 >> VIDEO) *Three unusual schools* (p. 56) *Flying high* (pp. 60-61)
Abilità	**Abilità**
LISTENING A2 capire frasi, se trattano argomenti con significati immediati, per es. una conversazione su un nuovo centro sportivo (p. 45) B1 seguire i punti principali di una conversazione, per es. un podcast su come trascorrere il tempo libero in casa (p. 49) **READING** A2 desumere informazioni da un forum su attività del tempo libero (p. 42), da un articolo sullo sport in Australia (pp. 46-47), sul valore educativo dello sport (pp. 50-51) A2 capire ragazzi che parlano del tempo libero (p. 44) e che fanno un quiz sulle loro preferenze p. 48) **SPEAKING** A2 porre domande e rispondere sul tempo libero (pp. 42, 43, 44), sullo sport (p. 45), sulle preferenze in campo musicale (p. 49) B1 scambiare un punto di vista personale nel corso di una discussione relativa a sport (p. 47), influsso dello sport nella vita individuale e sociale (p. 50), modelli di ruolo (p. 51) **WRITING** A2 scrivere con frasi ed espressioni semplici sugli aspetti di vita quotidiana: le mie attività del tempo libero (p. 43), ciò che mi piace o non mi piace fare (p. 49), una personalità sportiva che ammiro (p. 51), un profilo personale (p. 202) **MEDIATION** A2 contribuire alla comunicazione invitando altri ad esprimersi e suggerendo piani alternativi (p. 49)	**LISTENING** A2 capire frasi, espressioni e parole se trattano argomenti con significati molto immediati, per es. una telefonata sulle differenze tra la scuola in Galles e negli USA (p. 55 >> VIDEO) adolescenti che parlano della scuola e del tempo libero (p. 59) **READING** A2 desumere informazioni da articoli su tre scuole insolite (pp. 56-57), sulla motivazione allo studio e alla carriera (pp. 60-61), sul fair play e sulla storia del football (p. 63) A2 capire i punti essenziali di un'intervista sulla routine quotidiana nell'Artide (p. 52) **SPEAKING** A2 porre domande e rispondere sulla routine quotidiana (pp. 52-53), su attività in corso (p. 54), su attività pianificate per il futuro (p. 55) A2 discutere su che cosa si vuole fare, dove si vuole andare e concordare il luogo e l'ora dell'incontro (pp. 58-59) B1 scambiare un punto di vista personale sulle scuole particolari (p. 57), ragioni per l'abbandono scolastico (p. 60), motivazioni per lo studio (p. 61) **WRITING** A2 scrivere con frasi semplici sugli aspetti di vita quotidiana: la mia routine quotidiana (p. 53), la mia scuola (pp. 55, 61), i miei progetti per il fine settimana (p. 57), un annuncio su una gita scolastica (p. 203) **MEDIATION** A2 scrivere semplici informazioni riguardo alla mia scuola (p. 61)

Listening & Life Skills, Spotlight on Culture, Summative Revision

Conoscenze

Spotlight on Culture: *Fair play*; *A history timeline: football and fair play* (p. 63)
Vocabulary: Free-time activities; Sports; School subjects; Daily routine (pp. 64-65)
Grammar: Present simple; Adverbs and expressions of frequency; Prepositions of time; Present continuous (pp. 64-65)

Abilità

LISTENING
B1 seguire i punti principali di una conversazione, per es. consigli su come organizzare il tempo di preparazione agli esami (p. 62)

READING
A2 desumere informazioni da un articolo sul fair play e dalla storia del calcio (p. 63)

SPEAKING
B1 scambiare un punto di vista personale relativo all'organizzazione del proprio tempo (p. 62), al fair play nello sport (p. 63)

UNITS 3-4

Saperi essenziali

Saper comprendere, all'interno di un discorso pronunciato lentamente e ben scandito, parole ed espressioni che si riferiscono ad argomenti familiari e quotidiani
Saper leggere e comprendere testi brevi e semplici come un blog o una cartolina
Saper leggere e comprendere articoli di giornale
Saper leggere e comprendere interviste
Saper interagire in modo semplice formulando domande su argomenti familiari e rispondendo
Saper discutere per organizzare un incontro con qualcuno
Saper scrivere un semplice e breve testo informale su argomenti della vita privata

Educazione civica

Legalità e costituzione
Global Goal 10 Reduce Inequalities (pp. 50-51): ridurre le disparità di reddito, di accesso alla sanità, all'educazione e ad altri servizi
Global Goal 4 Quality Education (pp. 60-61): assicurare un'istruzione di qualità a tutti e promuovere l'apprendimento permanente

Ambiente e salute
Lo sport per sviluppare abilità di vita dei giovani nelle zone di guerra (pp. 50-51), Il concetto di fair play nello sport (p. 63)

Cittadinanza digitale
L'uso consapevole di Internet per ricerche su argomenti di interesse generale (pp. 51, 61)

Life skills

Pensiero critico e pensiero creativo (Role models pp. 50-51, Education and dreams for the future pp. 60-61), Comunicazione efficace (Agreeing and disagreeing p. 48, Making arrangements p. 58)
Collaborazione e empatia (Debate pp. 50, 60)
Organizzazione e gestione del proprio tempo (p. 62)

Preparazione agli esami

Preliminary
Reading Part 2 (p. 57), Listening Part 3 (p. 55), Part 4 (p. 45), Speaking Part 1 (p. 53), Part 2 (p. 54), Part 3 (p. 45, 59), Part 4 (pp. 42, 43, 44, 47, 49, 52, 53, 55, 57)

Trinity
Grade 3 (p. 53), Grade 4 (pp. 42, 43, 44, 45, 47, 49, 55, 57), Grade 5 (p. 59), Grade 7 (p. 59)

INVALSI
Towards INVALSI (p. 57)

Modalità di valutazione

Tipologia di prove di verifica	**Scansione temporale**
Prove scritte: .... Prove orali: .... Prove pratiche:	Numero di verifiche sommative previste per il quadrimestre: ....

Tests: Units 3 & 4, Cumulative 3-4, Skills 3 & 4, Listening 3 & 4, Speaking 3 & 4, Educazione civica 3 & 4, Recupero 3 & 4, Prova delle competenze di metà anno
DSA Tests: Units 3 & 4, Cumulative 3-4, Skills 3 & 4, Listening 3 & 4

Units 5-6

Materiale cartaceo: Student's Book + Workbook, Teacher's and Test Book
Materiale digitale offline: chiavetta (per l'insegnante)
Materiale digitale online: eBook, sito del libro, creaTEST Plus, Crealezioni, DEAFLIX
Risorse per l'apprendimento inclusivo: *Goals for everyone* + test compensati
Tempo previsto: 18 ore

Unit 5 – Eat well, live well	Unit 6 – Amazing people
Conoscenze	**Conoscenze**
GRAMMAR Countable and uncountable nouns (p. 67 >> VIDEO) *How much...? How many…?* (p. 68) *a lot of/lots of*, *not much/many*, *a little/a few*, *no* (p. 68 >> VIDEO) *too much/too many*, *too little/too few*, *(not) enough* (p. 71) *would like* (p. 72) **VOCABULARY** Food and drink (p. 67 >> VIDEO) Portions and containers (p. 69) Word Work: parts of speech (p. 71) **COMMUNICATION** Talking about food and drink (pp. 66-67) Talking about quantities (p. 68) Talking about diet (p. 71) Ordering food (p. 72 >> VIDEO) **STUDY SKILL** Learning words as part of a phrase (p. 69) **CULTURE** *Global street food > my top 5* (p. 66 >> VIDEO) *What's her secret?* (p. 70) *The original green chef* (pp. 74-75)	**GRAMMAR** Past simple: verb *be* (p. 77 >> VIDEO) Past simple: positive (regular and irregular verbs) (p. 78 >> VIDEO) Past simple: negative and questions (p. 78 >> VIDEO) Subject and object questions (p. 81) **VOCABULARY** Jobs (p. 77 >> VIDEO) Life events (p. 79) Word Work: finding synonyms (p. 81) **COMMUNICATION** Talking about inspiring people (p. 79) Talking about life events (p. 79) Talking about the past (p. 81) Asking about the weekend (p. 82 >> VIDEO) **STUDY SKILL** Listening for specific words (p. 79) **CULTURE** *The boy who harnessed the wind* (p. 76 >> VIDEO) *Brilliant minds* (p. 80) *A soldier with a secret* (pp. 84-85)
Abilità	**Abilità**
LISTENING A2 ricavare le informazioni essenziali su argomenti quotidiani, per es. un'intervista a una maratoneta che descrive la sua dieta (p. 69), un'intervista a un dottore sul mangiare sano (p. 73) **READING** A2 desumere informazioni da un blog su cibo venduto in strada o cibo per occasioni speciali (pp. 66, 68, 69), da un articolo sulle diete per vivere a lungo (p. 70) A2 capire un articolo su un centro alimentare che favorisce l'agricoltura sostenibile (pp. 74-75) **SPEAKING** A2 porre domande e rispondere sul cibo preferito (p. 66), sui pasti abituali (p. 67), sulle quantità (p. 68) A2 ordinare qualcosa da mangiare o da bere (pp. 72-73) B1 scambiare un punto di vista personale relativo agli atleti delle ultramaratone e alla loro dieta (p. 69), a diversi tipi di diete (p. 71), all'importanza di un'equa distribuzione degli alimenti e una dieta sana (pp. 73-74) **WRITING** A2 scrivere con frasi semplici sugli aspetti di vita quotidiana: un dialogo al ristorante (p. 73), un post sul cibo nella propria regione (p. 204) B1 scrivere un testo semplice e coerente ed esprimere opinioni e idee personali: come ridurre lo spreco di cibo (p. 75) **MEDIATION** A2 trasmettere per iscritto semplice suggerimenti su come proteggere l'ambiente o riusare cibo avanzato (p. 75) B1 contribuire alla comunicazione facilitando la discussione e l'interazione (p. 74)	**LISTENING** B1 ascoltare brevi racconti e formulare ipotesi su quanto potrà accadere, per es. come un ragazzo africano ha prodotto elettricità per il suo paese (p. 76) B1 seguire i punti principali di una conversazione, per es. un'intervista all'autrice di un libro su Steve Hawking (p. 79 >> VIDEO) adolescenti che parlano del fine settimana e del cibo (p. 83) **READING** A2 desumere informazioni da un post sulla lotta di un ragazzo africano contro la siccità (p. 76) A2 capire un articolo sugli stereotipi e sulla disuguaglianza di genere (pp. 84-85) **SPEAKING** A2 porre domande e rispondere su eventi passati (pp. 77, 78, 81, 83), sullo scorso weekend (p. 83) B1 scambiare un punto di vista relativo agli stereotipi di genere (pp. 84-85) B1 raccontare la vita di una persona famosa (p. 79) **WRITING** A2 scrivere con frasi semplici sugli aspetti di vita quotidiana: la vita di una persona famosa che mi ha ispirato (p. 79), il mio ultimo weekend (p. 83), una biografia su una persona famosa del passato (p. 205) B1 scrivere un testo semplice e coerente sulla lotta di una persona contro la disuguaglianza di genere (p. 85) **MEDIATION** A2 trasmettere per iscritto informazioni riguardo al mio weekend (p. 83) A2 contribuire alla comunicazione dando informazioni specifiche con parole semplici (p. 82)

Listening & Life Skills, Spotlight on Culture, Summative Revision

Conoscenze

Spotlight on Culture: *Dulse, Ireland's superfood* (p. 87)
Vocabulary: Food and drink; Portions and containers; Jobs; Life events (pp. 88-89)
Grammar: Countable and uncountable nouns; *some* and *any*; Expressions of quantity; Past simple; Subject and object questions (pp. 88-89)

Abilità

LISTENING
B1 seguire i punti principali di cinque conversazioni su come si può diventare più creativi (p. 86)

READING
A2 desumere informazioni da un blog su un alimento di alto valore nutritivo, le alghe dulse (p. 87)

SPEAKING
B1 scambiare un punto di vista personale sulla riutilizzazione creativa di oggetti usati (p. 86), su supercibi e integratori alimentari (p. 87)

UNITS 5-6

Saperi essenziali

Saper comprendere parole ed espressioni che si riferiscono ad argomenti familiari e quotidiani
Saper comprendere interviste
Saper leggere e comprendere informazioni da semplici articoli
Saper interagire in modo semplice formulando domande su argomenti familiari e rispondendo
Saper sostenere un semplice dialogo per fare ordinazioni al ristorante, per parlare del fine settimana appena trascorso
Saper comprendere una lista della spesa, i menù dei ristoranti, un'infografica sugli stereotipi
Saper esprimere la propria opinione su un modo ecologico di alimentarsi, sugli stereotipi di genere
Saper scrivere brevi testi su come ridurre lo spreco alimentare, su una persona che ha lottato contro l'ineguaglianza

Educazione civica

Legalità e costituzione
Global Goal 2 Zero Hunger; Global Goal 12 Responsible Production and Consumption (pp. 74-75): porre fine alla fame nel mondo; produrre secondo la necessità e ridurre lo spreco alimentare
Global Goal 5 Gender Equality; Global Goal 10 Reduce Inequalities (pp. 84-85): promuovere l'uguaglianza di genere e ridurre le disuguaglianze nell'educazione, nella salute, nella vita professionale

Ambiente e salute
Una cucina ecologica (pp. 74-75), Il superfood per mantenere la salute (p. 87)

Cittadinanza digitale
L'uso consapevole di Internet per ricerche su argomenti di interesse generale (pp. 75, 85)

Life skills

Pensiero critico e pensiero creativo (Green cuisine pp. 74-75, Challenging gender stereotypes pp. 84-85), Comunicazione efficace (Ordering food p. 72, Asking about the weekend p. 82)
Collaborare e risolvere problemi (Debate pp. 74, 84)
Pensiero creativo (p. 86)

Preparazione agli esami

Preliminary
Reading Part 3 (p. 81), Listening Part 3 (p. 76), Part 4 (p. 69), Speaking Part 1 (p. 77), Part 4 (pp. 66, 67, 68, 69, 71, 78, 81, 83)

Trinity
Grade 3 (pp. 67, 68, 71), Grade 4 (pp. 66, 67, 68, 69, 71, 77, 79, 81, 83), Grade 6 (pp. 69, 71), Grade 8 (p. 79)

INVALSI
Towards INVALSI (pp. 71, 81)

Modalità di valutazione

Tipologia di prove di verifica	**Scansione temporale**
Prove scritte: .... Prove orali: .... Prove pratiche:	Numero di verifiche sommative previste per il quadrimestre: ....

Tests: Units 5 & 6, Cumulative 5-6, Skills 5 & 6, Listening 5 & 6, Speaking 5 & 6, Educazione civica 5 & 6, Recupero 5 & 6
DSA Tests: Units 5 & 6, Cumulative 5-6, Skills 5 & 6, Listening 5 & 6

Units 7-8

Materiale cartaceo: Student's Book + Workbook, Teacher's and Test Book
Materiale digitale offline: chiavetta (per l'insegnante)
Materiale digitale online: eBook, sito del libro, creaTEST Plus, Crealezioni, DEAFLIX
Risorse per l'apprendimento inclusivo: *Goals for everyone* + test compensati
Tempo previsto: 18 ore

Unit 7 – City living	**Unit 8 – Your style**
Conoscenze	**Conoscenze**
GRAMMAR *should*, *shouldn't* (p. 91 >> VIDEO) *be going to* (p. 92 >> VIDEO) Prepositions of movement (p. 95 >> VIDEO) Prepositions of place (2) (p. 95 >> VIDEO)	**GRAMMAR** *too*, *(not) enough* + adjectives (p. 101) *(not) as … as*, *less … (than)* (p. 102) Comparative adjectives (p. 102 >> VIDEO) Superlative adjectives (p. 105 >> VIDEO) *one*, *ones* (p. 106)
VOCABULARY Shops and places in town (p. 91 >> VIDEO) Transport (p. 93) Word Work: verbs + means of transport (p. 93), adjectives which describe places (p. 95)	**VOCABULARY** Clothes (p. 101 >> VIDEO) Word Work: adjectives which describe clothes (p. 101) Accessories (p. 103) Word Work: matching words to translations (p. 105)
COMMUNICATION Talking about where you live (p. 91) Giving opinions and advice (p. 91) Talking about future intentions (p. 92) Asking for and giving directions (p. 96 >> VIDEO)	**COMMUNICATION** Talking about clothes, accessories and fashion (pp. 101, 102, 103) Making comparisons (pp. 102, 104, 105) Shopping for clothes (p. 106 >> VIDEO)
STUDY SKILL Reading: choosing the correct word to fill a gap (p. 94)	**STUDY SKILL** Speaking: giving extra information (p. 103)
CULTURE *The people's voice: revitalise London!* (p. 90 >> VIDEO) *Scenic Seattle* (p. 94) *Green cities* (pp. 98-99)	**CULTURE** *Crazy about cosplay* (p. 100 >> VIDEO) *Trendsetters* (p. 104) *How not to be a slave to fast fashion* (pp. 108-109)
Abilità	**Abilità**
LISTENING A2 ricavare le informazioni essenziali da brevi registrazioni audio su argomenti quotidiani e prevedibili, per es. una conversazione su alcuni luoghi in città (p. 91), sei persone che usano mezzi di trasporto (p. 93) B1 desumere informazioni da sei persone che parlano di uscire con gli amici (p. 97)	**LISTENING** A2 ricavare le informazioni essenziali da brevi registrazioni audio su argomenti quotidiani e prevedibili, per es. cinque conversazioni su abbigliamento e accessori (p. 103) B1 seguire i punti principali di una conversazione (p. 107 >> VIDEO), adolescenti che parlano dell'abbigliamento e della moda (p. 107)
READING A2 desumere informazioni da un articolo sulle attrazioni turistiche di una città (p. 94), da un articolo sulle città green (pp. 98-99) B1 capire testi scritti di uso corrente legati alla sfera quotidiana o del lavoro: proposte per la rigenerazione urbana (p. 90)	**READING** A2 desumere informazioni da un'intervista in cui una ragazza parla della sua esperienza del cosplay (p. 100) B1 capire testi scritti di uso corrente legati alla sfera quotidiana o del lavoro: l'influsso di personalità famose sulla moda (p. 104), l'importanza di riciclare il vestiario (pp. 108-109)
SPEAKING A2 porre domande e rispondere su: centri commerciali nella propria città (p. 91), trasporti pubblici (p. 93), posti da visitare (p. 95) A2 chiedere o fornire indicazioni sulla strada da prendere (p. 97) B1 scambiare un punto di vista personale su problemi che possono emergere mettendosi d'accordo per uscire con gli amici (p. 97), il degrado urbano (p. 90)	**SPEAKING** A2 porre domande e rispondere su: abbigliamento per diverse occasioni (p. 101), la moda (p. 102), l'uso di accessori (p. 103) A2 riferire su un avvenimento in modo breve e semplice: festival o eventi di cosplay (p. 100) A2 fare semplici acquisti, indicando che cosa desidero e chiedendo il prezzo (p. 107) B1 scambiare un punto di vista relativo alle persone che influenzano la moda in Italia (p. 105), al nostro atteggiamento verso la moda (p. 109)
WRITING A2 scrivere con frasi ed espressioni semplici su: trasporti pubblici nella mia città (p. 93), indicazioni stradali da casa mia alla mia scuola (p. 97), un articolo su una città visitata (p. 206) B1 scrivere un testo semplice e coerente su temi diversi pertinenti alla sfera dei miei interessi ed esprimere opinioni e idee personali: come rendere più verde e più sostenibile la mia città (p. 99)	**WRITING** A2 scrivere con frasi ed espressioni semplici: celebrità e amici che seguono la moda (p. 105), un dialogo in un negozio di abbigliamento (p. 107) B1 scrivere un testo semplice e coerente su: consigli per seguire la moda in modo ecologico (p. 109), un saggio con argomenti a favore e contro (p. 207)
MEDIATION A2 scrivere semplici informazioni sui trasporti pubblici (p. 93) A2 contribuire alla comunicazione dando indicazioni stradali in parole semplici (p. 97)	**MEDIATION** B1 facilitare l'interazione tra i gruppi (p. 108)

Listening & Life Skills, Spotlight on Culture, Summative Revision

Conoscenze

Spotlight on Culture: *The Tube* (p. 111)
Vocabulary: Shops and places in town; Transport; Clothes and Accessories (pp. 112-113)
Grammar: *should*, *shouldn't*; *be going to*; *too/(not) enough*; Comparatives and superlatives (pp. 112-113)

Abilità

LISTENING
B1 seguire i punti principali del discorso di uno stilista sugli effetti dell'abbigliamento sulla personalità (p. 110)

READING
B1 scorrere brevi testi e trovare fatti e informazioni importanti: l'underground di Londra (p. 111)

SPEAKING
B1 scambiare un punto di vista personale nel corso di una discussione su ciò che ci dà sicurezza (p. 110)
B1 descrivere l'esperienza di viaggiare in metropolitana (p. 111)

UNITS 7-8

Saperi essenziali

Saper comprendere parole ed espressioni che si riferiscono ad ambiti di priorità immediata
Saper comprendere testi brevi e semplici
Saper comprendere le insegne dei negozi e la piantina di una città
Saper comprendere informazioni turistiche importanti su una città
Saper chiedere e dare informazioni generiche relative alla città
Saper spiegare un itinerario
Saper sostenere un semplice dialogo per acquistare qualcosa
Saper comprendere le informazioni importanti in un semplice articolo di giornale su un argomento noto
Saper scrivere brevi frasi ed espressioni su argomenti di interesse familiari
Saper scrivere brevi testi su argomenti d'interesse personale o sulle proprie opinioni

Educazione civica

Legalità e costituzione
Global Goal 11 Sustainable Cities and Communities (pp. 98-99): ridurre l'impatto ambientale negativo prestando attenzione alla qualità dell'aria e alla gestione dei rifiuti
Global Goal 12 Responsible Production and Consumption (pp. 108-109): acquistare prodotti di moda etica ed ecosostenibile, riciclare abiti

Ambiente e salute
Le città verdi (pp. 98-99), La moda sostenibile (pp. 108-109)

Cittadinanza digitale
L'uso consapevole di Internet per ricerche su argomenti di interesse generale (pp. 99, 109)

Life skills

Pensiero critico e pensiero creativo (Green cities pp. 98-99, *How not to be a slave to fast fashion* pp. 108-109)
Comunicazione efficace (Asking for and giving directions p. 96, Shopping for clothes p. 106)
Collaborazione e risoluzione di problemi (Discuss pp. 95, 105)
Autoconsapevolezza e sicurezza di sé (p. 110)

Preparazione agli esami

Preliminary
Reading Part 3 (p. 105), Part 5 (p. 95), Speaking Part 4 (pp. 90, 91, 92, 93, 95, 100, 101, 102, 103, 105)

Trinity
Grade 3 (pp. 95, 97), Grade 4 (pp. 92, 105, 107), Grade 5 (pp. 93, 100), Grade 6 (pp. 90, 91, 95, 101, 102, 103, 105), Grade 7 (pp. 91, 95), Grade 9 (p. 90)

INVALSI
Towards INVALSI (pp. 90, 103, 105)

Modalità di valutazione

Tipologia di prove di verifica	**Scansione temporale**
Prove scritte: …… Prove orali: …… Prove pratiche: ……	Numero di verifiche sommative previste per il quadrimestre: …… ……

Tests: Units 7 & 8, Cumulative 7-8, Skills 7 & 8, Listening 7 & 8, Speaking 7 & 8, Educazione civica 7 & 8, Recupero 7 & 8, Prova delle competenze di fine anno
DSA Tests: Units 7 & 8, Cumulative 7-8, Skills 7 & 8, Listening 7 & 8

Goals A2

Answer keys, Teaching Notes & Audio scripts

- Student's Book

Student's Book A2

Starter A MEETING FRIENDS

p. 12

OBJECTIVES

Communicative competences
Keeping an appointment
Talking about age
Saying the time

Grammar
Verb *be*: positive and negative
Subject pronouns
Possessive adjectives
this, *that*, *these*, *those*

Vocabulary
Cardinal numbers
The time

Reading
Two young people talking about an appointment

Listening
Different people's ages
People talking about the time

Speaking
Talking about age

1 → In presenza / modalità sincrona DDI

THINK Gli studenti lavorano individualmente o a coppie, elencando tutti i posti dove vanno di solito con i loro amici.

Soluzioni possibili: The park, the shops, the beach, the cinema.

2 → In presenza / modalità sincrona DDI

Gli studenti ascoltano e scorrono rapidamente il testo. Il riquadro *Make it real* li aiuterà a interpretarlo.
Chiedere loro di descrivere la situazione (Zac ha appuntamento davanti al cinema con Chloe ma è deluso quando scopre che lei lo aspetta insieme al suo nuovo ragazzo).
Audio script 002: vedi Student's Book es. 2

Soluzioni: 1 F (Zac is on a bus.); **2** T; **3** T; **4** F (She's at the entrance.); **5** F (She's with her boyfriend Elliot.); **6** F (Zac is sad.)

Grammar

p. 12

Verb *be*: positive and negative

3 → In presenza / modalità sincrona DDI

Gli studenti completano la tabella.
Grammar Goals p. 115 → Studio autonomo

Soluzioni: 1 'm; **2** aren't; **3** 's; **4** 're

4 → In presenza / modalità sincrona DDI

Soluzioni: 1 is / 's; **2** am / 'm; am / 'm not; **3** are / 're; **4** are not / aren't; **5** is not / isn't

Subject pronouns, Possessive adjectives VIDEO DEAFLIX

5 → In presenza / modalità sincrona DDI

Gli studenti completano la tabella.
Leggere la nota sulla differenza tra *its* e *it's*.
Grammar Goals p. 115 → Studio autonomo

Soluzioni: 1 my; **2** your; **3** he; **4** we

6 → In presenza / modalità sincrona DDI

Soluzioni: 1 his; **2** our; **3** They; **4** their; **5** It; **6** her

Vocabulary

p. 13

Cardinal numbers

7 → In presenza / modalità sincrona DDI

Audio script e soluzioni 003

one; three; five; eight; eleven; twelve; thirteen; fifteen; nineteen; twenty; thirty-four; forty-two; fifty; a hundred and five / one hundred and five

8 → In presenza / modalità sincrona DDI

Audio script e soluzioni 004

A He's 40 years old.
B She is 72 years old.
C He is 5 years old.
D She is 21 years old.

The time

9 → In presenza / modalità sincrona DDI

Audio script 005

two o'clock
five past two
ten past two
quarter past two
twenty past two
twenty-five past two
half past two
twenty-five to three
twenty to three
quarter to three
ten to three
five to three

Soluzioni: a ten; **b** past; **c** twenty-five; **d** to; **e** quarter; **f** five

Grammar

p. 13

10 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grade 3 (Times)

Leggere la nota sull'uso di am e pm.

Far ripetere le domande e le risposte per chiedere e dire l'ora.

Audio script 006

a
Teen Boy What time is it, Claire?
Teen Girl It's twenty-five to three.
b
Girl The film's at half past six. Don't be late!
c
Radio DJ It's five o'clock in the afternoon here in LA, and here on Radio LA7 it's time for our top ten hip-hop tracks of the week...
d
Mum You're still in bed, Callum! Hurry up! It's twenty past ten!
e
Boy Excuse me. What time's the next bus to Bristol?
Woman It's at ten to eight.
f
Girl Bye! See you tomorrow for lunch at quarter past two.

Soluzioni: a 2.35 pm; **b** 6.30 pm; **c** 5 pm; **d** 10.20 am; **e** 7.50 am; **f** 2.15 pm

this, that, these, those VIDEO DEAFLIX

Grammar Goals p. 115 → Studio autonomo

Leggere la nota su come formare il plurale regolare dei sostantivi.

11 → Modalità asincrona DDI

Ripassare l'uso di *this*, *that*, *these*, *those* e la regola grammaticale per la formazione del plurale dei sostantivi.

Soluzioni: 1 those; **2** this; **3** these; **4** those; **5** That; **6** This

12 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grade 1 (Personal information)

Soluzioni: Risposte personali.

Extra activity → Modalità asincrona DDI

Write down the time when these regular actions happen each day:

breakfast is at…
classes are from… to …
lunch is at…
homework is from… to…
dinner is at…
bedtime is at…

Soluzioni: Risposte personali.

Starter B
AT THE SPORTS CENTRE p. 14

OBJECTIVES

Communicative competences
Talking about sports
Talking about time, age and date

Grammar
Verb *be*: questions and short answers
Question words: *How*, *How old*, *What*, *When*, *Where*, *Which*, *Who*

Vocabulary
Days, months and seasons
Ordinal numbers
The alphabet

Reading
Applying for classes at the sports centre

Listening
Understanding dates
A conversation about lessons at language school

Speaking
Talking about personal information

1 → In presenza / modalità sincrona DDI

THINK Gli studenti pensano al nome di uno sport che praticano o che amano guardare.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Gli studenti ascoltano e scorrono rapidamente il testo. Il riquadro *Make it real* li aiuterà per la comprensione.
Audio script 007: vedi Student's Book es. 2

Soluzioni: 1 judo; **2** evening; **3** 6.30; **4** 14; **5** Leeds; **6** Tuesday

Grammar p. 14
Verb *be*: questions and short answers

3 → Modalità asincrona DDI

Grammar Goals p. 115 → Studio autonomo

Soluzioni: 1 Are; **2** not; **3** Is; **4** isn't

4 → Modalità asincrona DDI

Soluzioni: 1 Are; **2** am; **3** 's; **4** Am I; **5** aren't; **6** 're; **7** Are you; **8** are; **9** 're; **10** Are; **11** am; **12** 's; **13** Is; **14** isn't; **15** 's

5 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 1, Trinity Grades 1&2 (Personal information; Simple facts)

Soluzioni:
1 Are you an Italian student?
Yes, I am. / No, I'm not.
2 Is your school very big?
Yes, it is. / No, it isn't.
3 Is English interesting?
Yes, it is. / No, it isn't.
4 Are your friends in your class?
Yes, they are. / No, they aren't.
5 Is it September now?
Yes, it is. / No, it isn't.
6 Is your teacher from England?
Yes, he/she is. / No, he/she isn't.
Yes, they are. / No, they aren't.
7 Are you fourteen?
Yes, I am. / No, I'm not.
8 Are all the students in class today?
Yes, they are. / No, they aren't.

Vocabulary p. 15
Days, months and seasons

6 → In presenza / modalità sincrona DDI

Audio script 008

Days of the week
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
Months
January, February, March, April, May, June, July, August, September, October, November, December

Soluzioni: 1 Wednesday; **2** Friday; **3** Sunday; **4** February; **5** April; **6** July; **7** September; **8** November

7 → In presenza / modalità sincrona DDI

SPEAKING Far leggere la nota lessicale sulla formazione dei numeri ordinali.

Soluzioni: B spring; **D** summer; **A** autumn; **C** winter

The seasons are as follows:
- Spring is from 21st March to 20th June
- Summer is from 21st June to 20th September
- Autumn is from 21st September to 20th December
- Winter is from 21st December to 20th March

8 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grade 3 (Dates)

Audio script e soluzioni 009

a It's the twenty-third of March. / It's March the twenty-third.
b It's the fifteenth of May. / It's May the fifteenth.
c It's the twenty-first of July. / It's July the twenty-first.

d It's the third of August. / It's August the third.
e It's the twelfth of October. / It's October the twelfth.
f It's the twenty-second of December. / It's December the twenty-second.

Grammar

p. 15

Question words VIDEO DEAFLIX

9 → In presenza / **modalità sincrona DDI**

Notare che nell'esercizio 13, gli studenti a coppie si rivolgono queste domande e rispondono in modo personale.

Soluzioni: 1 What; **2** How; **3** Who; **4** How old; **5** Where; **6** Which

The alphabet

10 → In presenza / **modalità sincrona DDI**

Audio script 010

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

Soluzioni: 1 F; **2** J; **3** M; **4** Q; **5** U; **6** Y

11 → In presenza / **modalità sincrona DDI**

Audio script 011

Nathan Hi! I'm interested in Italian classes. When are the lessons?
Woman Wait a minute. I'll check the timetable... Oh, yes, we've got two courses, A and B. Course A is on Monday and Wednesday evenings. And course B is on Saturday afternoon. That's only one lesson a week, but it's for two hours.
Nathan Course B on Saturday is good for me. What time are the lessons?
Woman They're at three o'clock.
Nathan OK. Is the teacher Italian?
Woman Yes, she is. Her name is Daniela Di Stefano and she's very good.
Nathan Great. Can I put my name on the list then?
Woman Of course. What's your name?
Nathan Nathan Gould.
Woman How do you spell your surname, Nathan?
Nathan It's G-O-U-L-D.
Woman Thanks. How old are you?
Nathan I'm fifteen. Is that OK?
Woman Yes, it is. And what's your address?
Nathan It's 48, Ash Street.
Woman Is that here in Liverpool?
Nathan Oh yes, sorry: 48 Ash Street, Liverpool.
Woman And what's your email address, Nathan?
Nathan It's nathan100@boz.com.
Woman OK… Sign this form, please.
Nathan There.
Woman Thanks. Your first lesson is on Saturday, that's the 18th of October.
Nathan Thank you. See you on Saturday. Bye!

Soluzioni: Monday, Wednesday and Saturday.

12 → In presenza / **modalità sincrona DDI**

Far completare la scheda di iscrizione al corso di lingue. Far notare l'uso delle preposizioni *at, on, in* per i complementi di tempo.

Soluzioni: 1 Saturdays (afternoon); **2** 3.00 pm / 3 o'clock; **3** Gould; **4** fifteen / 15; **5** forty-eight / 48; **6** nathan100

13 → In presenza / **modalità sincrona DDI**

SPEAKING Preliminary Speaking Part 1, Trinity Grades 1 & 3 (Personal information and everyday life)

Soluzioni: Risposte personali.

Extra activity → Modalità asincrona DDI
Copy and complete the application form for the Aintree Language School with your personal information.

Soluzioni: Risposte personali.

Starter C IN CLASS

p. 16

OBJECTIVES

Communicative competences
Talking about your classroom
Talking about the position of objects
Giving commands

Grammar
Prepositions of place (1)
Object pronouns
Imperatives

Vocabulary
The classroom

Reading
A teacher talking about a presentation

Listening
Classroom instructions

Speaking
Talking about your classroom
Talking about the position of objects
Giving instructions and commands

1 → In presenza / modalità sincrona DDI

THINK Gli studenti discutono insieme le loro risposte alle due domande.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Audio script 012: vedi Student's Book es. 2

Soluzioni: The teacher mentions: group work, a presentation and the Internet. He doesn't mention a test or homework or pens.

Vocabulary

p. 16

The classroom

3 → In presenza / modalità sincrona DDI

Soluzioni: 1 e; **2** d; **3** a; **4** f; **5** c; **6** b

4 → In presenza / modalità sincrona DDI

Audio script 013

1 board **2** exercise book/notebook **3** pen **4** clock
5 pencil **6** ruler **7** eraser **8** pencil case **9** calculator
10 bin **11** dictionary **12** map

Grammar

p. 17

Prepositions of place (1)

5 → In presenza / modalità sincrona DDI

Soluzioni: 1 behind; **2** in; **3** on; **4** in front of; **5** under; **6** next to; **7** between; **8** near; **9** in the corner (of); **10** above

Grammar Goals p. 116 → Studio autonomo

Extra activity → Modalità asincrona DDI
Write sentences using the ten prepositions of place in ex. 5 to describe the position of objects in your classroom.

Soluzioni: Risposte personali.

6 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grade 1 (Immediate surroundings)

Soluzioni: Risposte personali.

Object pronouns VIDEO DEAFLIX

7 → In presenza / modalità sincrona DDI

Gli studenti completano la tabella, guardando il dialogo a p. 16.

Soluzioni: 1 me; **2** it; **3** us; **4** them.

8 → Modalità asincrona DDI

Soluzioni: 1 him; **2** me; **3** it; **4** you; **5** her; **6** us; **7** them; **8** you

Imperatives VIDEO DEAFLIX

Grammar Goals p. 116 → Studio autonomo

9 → Modalità asincrona DDI

Soluzioni: 1 Give; **2** Watch; **3** Don't leave; **4** Go; **5** Don't eat; **6** Use; **7** leave; **8** Don't make

10 → In presenza / modalità sincrona DDI

Audio script 014

1
Teacher It's hot in here! Open the window, please, Jess. Thanks Jess. Now, class... look at the board.

Teacher OK now. Listen to the audio and answer the questions.
Teacher Please be quiet now. Are you ready?
2
Ollie Where's my test paper, Mrs Winton?
Teacher Oh, sorry Ollie. Here it is.
Ollie Thanks.
Teacher Now, sit down please, Ollie.
Teacher OK. Please start the test now.
Stacey What's the answer to question 2?
Jack Don't ask me!
Teacher Jack! Don't talk in the test.
Jack Sorry, but...
Teacher And Stacey, don't copy answers from Jack. Stacey...
Stacey Yes, Mrs Winton?
Teacher Don't look at your phone. Put it in your bag, please.
3
Teacher Good morning, Class! Hmm. Suzie isn't here today.
Suzie Morning, Mr Fitzpatrick!
Teacher It's ten past nine, Suzie. You're late. Don't be late again. And close the door please.
Suzie Sorry.
Teacher Now, open your books at page 23 and read the text. Then do the exercises. Work in pairs.
Suzie Exercises 1 and 2 or 1 to 4?
Teacher Just exercises 1 and 2. Do exercises 3 and 4 for homework.

Soluzioni: **1** Look; **2** Listen … answer; **3** be; **4** Sit; **5** Don't talk; **6** Don't copy; **7** Don't look; **8** Don't be; **9** Close; **10** Open … read; **11** Work; **12** Do

11 ➜ **In presenza** / **modalità sincrona** DDI

SPEAKING **Trinity Grade 4** (Place of study)

Soluzioni: Risposte personali.

Extra activity ➜ **Modalità asincrona** DDI
Write down a list of five rules for your class.

Soluzioni: Risposte personali.

Student's Book A2

Unit 1 MY WORLD

p. 18

OBJECTIVES

Communicative competences
Talking about where you're from
Talking about abilities
Making friends

Grammar
Verb *be*: all forms
Articles: *a, an* and *the*
Verb *can*: ability and possibility
Level of ability: *well/very well*; *good/bad at* + noun/*-ing*

Vocabulary
Countries and nationalities
Abilities

Reading
Online English chat
My fantastic five
The Global Goals

Listening
Six people talking about their abilities (video)
New students

Speaking
Talking about the nationality of four famous people
Talking about favourite films, TV series and music
Talking about abilities
Discussing talents
Introducing yourself and making friends
Discussing being in a new town or country

Writing
Writing a text about your partner's abilities
Writing personal information about your partner
Writing a short text on a Global Goal

Global Goals
An introduction to the 17 Global Goals

Critical thinking
Main aims of the Global Goals (observation, analysis, inference, communication, problem-solving)

Digital competences
Watching a video about the Sustainable Development Goals

Pronunciation
can /kən/ /kæn/, *can't* /kɑːnt/

1 → **In presenza** / **modalità sincrona** DDI

THINK Gli studenti a coppie menzionano i nomi di cinque paesi in inglese.

Soluzioni: Risposte personali.

2 → **In presenza** / **modalità sincrona** DDI VIDEO

Audio script 015: vedi Student's Book es. 2

Leggere il testo e guardare il video o ascoltare la registrazione. Far controllare alcuni vocaboli nel riquadro *Make it real*.

Soluzioni: Brazil, Germany, South Korea and Spain.

3 → **In presenza** / **modalità sincrona** DDI

INVALSI Reading Short answers

Gli studenti scorrono rapidamente il testo e scrivono risposte di non più di quattro parole.

Soluzioni: 1 Rio de Janeiro; **2** (Its) beaches and carnival; **3** (The) spelling; **4** (Nearly) 10 million (People); **5** To chat (online); **6** Two English kids

4 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 1, Trinity Grade 3** (Everyday life)

Soluzioni: Risposte personali.

Vocabulary

Countries and nationalities

5 → **In presenza** / **modalità sincrona** DDI

Gli studenti completano la tabella, e controllano le risposte nell'audio.
Far leggere la nota sotto la tabella e scrivere alla lavagna le quattro nazionalità.

Audio script e soluzioni 016

0 Australia, Australian
1 Brazil, Brazilian
2 Canada, Canadian
3 China, Chinese
4 France, French
5 Germany, German
6 India, Indian
7 Ireland, Irish
8 Italy, Italian
9 Poland, Polish
10 Morocco, Moroccan
11 South Korea, South Korean
12 Spain, Spanish
13 Switzerland, Swiss
14 the UK, British
15 the USA, American

Leggere la nota sui paesi che fanno parte del Regno Unito.

Soluzioni: English, Scottish, Welsh, Northern Irish.

CULTURE NOTE

Great Britain is the name given to the largest of the British Isles. It includes England, Scotland and Wales, whilst the UK (United Kingdom) includes also Northern Ireland.

All the citizens of the UK are British, but people from the countries that make up the UK can also be called English, Scottish, Welsh and Northern Irish.

6 ➜ In presenza / modalità sincrona DDI

SPEAKING Gli studenti a coppie condividono le loro conoscenze di questi personaggi prima di ascoltare l'audio e averne conferma.

Audio script 017

TV Presenter Hello and welcome to *Celebrity Questions*! With me is Emily from London, and she's on the radio with the chance to win £1,000! Are you ready for your first question, Emily?

Emily Yes.

Presenter OK. Ariana Grande is famous for songs like *One Last Time*, *In My Head* and *Just Like Magic*. But where's she from?

Emily Hmm. Is she from the USA?

Presenter That's correct! Now, question two. Ryan Reynolds is famous for films like *Deadpool* and *Green Lantern*. Where is he from?

Emily Hmm. He's from Canada or the USA, but I'm not sure…

Presenter You've got five seconds to answer, Emily. Five, four…

Emily Canada?

Presenter Correct! Well done. Rita Ora is another fantastic singer. But where's she from?

Emily That's easy. She's British.

Presenter Yes! The next person is another actor. Chris Hemsworth is the star of films like *Thor* and *The Avengers*. Where's he from?

Emily Hmm. Is he American… or Australian?

Presenter Five seconds, Emily. Five, four, three, two…

Emily He's American. He's from the USA.

Presenter I'm sorry, Emily. He's Australian!

Soluzioni:

1. Ariana Grande is from the USA.
2. Ryan Reynolds is from Canada.
3. Rita Ora is from the UK.
4. Chris Hemsworth is from Australia.

CULTURE NOTE

Ariana Grande was born in Florida, USA, in 1993 to a family of Italo-American descent. She is one of the most successful pop icons of all times. She was performing at the Manchester Arena on 22nd May 2017 when a bomb exploded causing 22 deaths and injuring many more. On 4th June she organised a concert in Manchester to raise money for the victims' families. Pharrell Williams, Cold Play, Katy Perry and Miley Cyrus also performed and it raised more than £7 million for the victims' fund.

Ryan Reynolds, born in Vancouver, Canada, in 1976, is an actor and producer. He is famous for the superhero films *Deadpool* (2016) and *Deadpool 2* (2018).

Rita Ora was born in Kosovo in 1990 to an Albanian family, who emigrated to London in 1991 when Rita was a baby. She's a successful singer, who has had more than twelve UK top ten hits. She is also an actress, and has starred in several films; she's famous for her role as the Artful Dodger in *Twist* (2021), a film adaptation of Dicken's *Oliver Twist*.

Chris Hemsworth, born in Melbourne, Australia, in 1983, was in the Australian TV series *Home and Away*, before moving to Hollywood where he got the role as the superhero *Thor*. Since then he's starred in a series of Marvel films, including *Thor* (2011), *The Avengers* (2012), *Thor: Ragnarok* and *Thor: Love and Thunder* (2022). He is famous also for his roles in *Snow White and the Huntsman* (2012) and the *Extraction* film series (2020, 2022).

Grammar

p. 19

Verb *be* VIDEO DEAFLIX

7 ➜ Modalità asincrona DDI

Gli studenti leggono la regola dell'uso e traducono gli esempi. Poi completano le forme del presente di *be*.

Soluzioni: 1 n't (eccetto per la prima persona singolare, per cui si contrae *am*: *I'm not*.); **2** subject

Grammar Goals p. 122 ➜ Studio autonomo

8 ➜ Modalità asincrona DDI

Soluzioni: 1 are; **2** 're; **3** Is; **4** isn't; **5** 's; **6** Are; **7** am; **8** 's; **9** 'm not; **10** Are; **11** 're; **12** 're; **13** are; **14** aren't; **15** 're

9 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 1, Trinity Grades 3 and 4** (Everyday life, Likes and dislikes)

Soluzioni: Risposte personali.

Grammar in context

p. 20

1 ➜ In presenza / modalità sincrona DDI

Far leggere e ascoltare la registrazione per cogliere il senso generale e far rispondere alla domanda.

Audio script 018: vedi Student's Book es. 1

Soluzioni: It's an Irish name.

Articles: *a*, *and* and *the* VIDEO DEAFLIX

2 ➜ Modalità asincrona DDI

Gli studenti guardano il video e completano le regole sull'uso degli articoli *a* e *an*.

Soluzioni: 1 a; **2** an

Grammar Goals p. 123 → Studio autonomo

3 → Modalità asincrona DDI

Soluzioni: 1 the; **2** an; **3** the; **4** a; **5** the; **6** a; **7** the; **8** a

Verb *can*: ability and possibility

VIDEO DEAFLIX

4 → Modalità asincrona DDI

Gli studenti guardano il video e completano le regole sulle forme del verbo *can*.

Soluzioni: 1 can't; **2** subject

5 → Modalità asincrona DDI

Soluzioni: 1 A; **2** P; **3** P; **4** A; **5** P; **6** A; **7** A; **8** P

6 → Modalità asincrona DDI

Soluzioni: 1 can't; **2** can; **3** can; **4** can; **5** can; **6** can; **7** can; **8** can; **9** can't

7 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grade 3 (Ability and inability)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 21

Abilities VIDEO DDI

1 → In presenza / modalità sincrona DDI

Audio script e soluzioni 019

1 cook **2** sing **3** swim **4** draw **5** play the piano **6** ride a bike **7** speak English **8** play chess **9** make pizza **10** skateboard **11** act **12** dance

2 → In presenza / modalità sincrona DDI

Soluzioni: 1 sing; **2** cook; **3** speak another language; **4** act; **5** ride a scooter; **6** dance; **7** skateboard; **8** swim

3 → In presenza / modalità sincrona DDI

Audio script 020

1
Ben Come on Phoebe! Don't stand there. Jump in!
Pheobe I can't. I can't swim.
Ben Really?
Pheobe Yeah. It's OK, Ben. I can sit here and watch. And read my book. It's here in my bag.
Ben OK. No problem. Then afterwards, we can have our picnic.
2
Allie Watch this, Jack!
Jack Wow! That's clever, Allie. But be careful on that skateboard.
Allie It's OK. It's easy for me. Can you skateboard, Jack?
Jack No, I can't. But I can ride a bike.
Allie I can teach you how to skateboard then. It isn't very difficult.
Jack Really? Thanks.
3
Beth Can you cook, Hugo?
Hugo No, I can't. I can't even cook an egg. What about you, Beth?
Beth Yes, I can cook. Well, I can make pizza and things like that.
Hugo Wow! My dad is a really good cook. But I'm not interested in it.
4
Leo That's a beautiful picture, Kelly. Is it your drawing?
Kelly Yes, it is. It's a picture of my friend.
Leo You can draw people really well.
Kelly Thanks. My brother can draw too, but he's more interested in cartoons and caricatures. He can draw great pictures of animals too, but I can't.
5
Dance instructor And ... a one-two-three, turn ... one-two-three, turn.
Lisa Oh, I can't dance!
Dance instructor Yes, you can, Lisa. Just watch me and follow. One-two-three, turn ... one-two-three, turn. See! Easy.
Lisa It isn't easy for me.
Dance instructor It's OK. It's only your third dance lesson. Look, we can try a really easy move first, like this ... 1-2 out, 3-4 back.
Lisa That's easy?
6
Zoe It's really difficult to play chess. Can you play, Ivan?
Ivan Yes, I can play chess, no problem. I've got a great chess game on my phone.
Zoe Are you in a chess team at your school too?
Ivan No, I'm not. There isn't a chess team at our school, unfortunately.

Soluzioni: 2 can skateboard; **3** can't cook; **4** can draw; **5** can't dance; **6** can play chess

4 → In presenza / modalità sincrona DDI

Soluzioni: 1 a book; **2** bike; **3** make pizza; **4** people; **5** third; **6** isn't

5 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 1, Trinity Grade 3** (Ability and inability)

Soluzioni: Risposte personali.

FINISHED? → **In presenza** / **modalità sincrona** DDI

Soluzioni: Risposte personali.

Reading

p. 22

My fantastic five

1 → **In presenza** / **modalità sincrona** DDI

THINK Gli studenti leggono le istruzioni nel box *Study Skill* prima di iniziare la lettura, osservano le foto e il titolo e fanno previsioni sul contenuto del testo.

Soluzioni: Risposte personali.

2 → **In presenza** / **modalità sincrona** DDI

Audio script 021: vedi Student's Book es. 1

Soluzioni: A Lin; **B** Josh; **C** Alisha

3 → **Modalità asincrona** DDI

Soluzioni: 1 multiply; **2** family; **3** imitate; **4** illustrate; **5** cupcakes; **6** Languages; **7** French

Word Work

4 → **Modalità asincrona** DDI

Gli studenti usano la tecnica di lettura chiamata *scanning*, cioè scorrono rapidamente il blog per trovare l'equivalente inglese dei sei aggettivi dati. Leggere la nota sull'uso di *very* e *really* per consolidare il significato degli aggettivi.

Soluzioni: 1 sporty; **2** talented; **3** clever; **4** musical; **5** creative; **6** artistic

5 → **In presenza** / **modalità sincrona** DDI

DISCUSS **Trinity Grade 3** (Everyday life)

Gli studenti rileggono rapidamente il blog prima di discutere le domande a coppie.

Soluzioni: 1 Risposte possibili: **a** good at Maths, writing stories, languages; **b** good at music, cooking; **c** good at languages; **d** risposte personali; **2** Risposte personali.

Grammar

p. 23

Level of ability

6 → **Modalità asincrona** DDI

Gli studenti cercano nel blog le espressioni che indicano i livelli di abilità e completano le frasi date.

Soluzioni: 1 well; **2** quite well; **3** can't; **4** all

Grammar Goals p. 123 → **Studio autonomo**

7 → **Modalità asincrona** DDI

Gli studenti riscrivono le frasi esprimendo gli stessi concetti con *can*, *can't* e avverbi di modo appropriati.

Soluzioni: 1 Rory can skateboard quite well.; **2** Becky can swim really well.; **3** Luca can't cook at all.; **4** Amir can write stories very/really well.; **5** Ellie can draw quite well.; **6** Sunita can't make pizza(s) at all.

Leggere gli altri modi per esprimere il grado di abilità, cioè il verbo *be* seguito da un aggettivo + *at* + la forma in *-ing* o un sostantivo.

Grammar Goals p. 123 → **Studio autonomo**

8 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Trinity Grade 3** (Ability and inability)

Gli studenti mettono in pratica le espressioni di abilità che hanno appena imparato.

Soluzioni:
1. Can Hassan draw? No, he is pretty/really bad at drawing.
2. Can Hassan sing? No, he isn't very good at singing.
3. Can Molly dance? No, she is pretty bad at dancing.
4. Can Molly draw? Yes, she is quite/pretty good at drawing.
5. Can Molly sing? Yes, she is very/really good at singing.
6. Can Dylan dance? Yes, he is quite good at dancing.
7. Can Dylan draw? Yes, he is great at drawing.
8. Can Dylan sing? No, he is hopeless at singing.

9 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 1, Trinity Grade 3** (Everyday life, Ability and inability)

Gli studenti lavorano in coppia per personalizzare le espressioni di abilità.

Soluzioni: Risposte personali.

Extra activity → **Modalità asincrona** DDI
What are you good at? Write a short text about your talents.

Soluzioni: Risposte personali.

Communication

p. 24

Making friends VIDEO DDI

1 → **In presenza** / **modalità sincrona** DDI

Gli studenti guardano il video e rispondono alla domanda.

Audio script 022: vedi Student's Book es. 2

Soluzioni: Ryan

2 → In presenza / modalità sincrona DDI

Gli studenti scelgono l’alternativa corretta e riguardano il video.

Soluzioni: 1 meet; **2** from; **3** first; **4** good; **5** Thanks; **6** call

Key Expressions → In presenza / modalità sincrona DDI

3 → Modalità asincrona DDI

Gli studenti si esercitano a usare le *Key Expressions* nei dialoghi. Invitare alcune coppie a leggere i dialoghi ad alta voce per verificare che le risposte siano corrette e che venga usata l’intonazione giusta.

Soluzioni: 1 I’m / My name’s; **2** to meet you; **3** are you from; **4** your (phone) number; **5** you then / around; **6** are you at; **7** What about / And; **8** it like

Leggere la nota su come dire i numeri telefonici.

4 → In presenza / modalità sincrona DDI

SPEAKING **Trinity Grades 1-3** (Personal information, Everyday life)

Soluzioni: Risposte personali.

***FINISHED?* → In presenza / modalità sincrona DDI**

Write a paragraph about your partner using the information from Ex. 4.

Soluzioni: Risposte personali.

Listening

p. 25

New students

1 → In presenza / modalità sincrona DDI

THINK Gli studenti analizzano la composizione della classe dal punto di vista della provenienza dei compagni.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Audio script 023

Teacher Good morning, class!
There are two new students in the class today, Lena and Alex. It’s their first day at our school, so please welcome them. Lena, please come up and introduce yourself to the class.
Lena OK. Hi. My name is Lena Brotskaya. I’m fifteen years old, and I’m from Poland.
Teacher Welcome to the class, Lena. Now... are there any questions for Lena? Yes, Dan.
Dan Where are you from in Poland, Lena?
Lena I’m from Gdansk. It’s a big city on the north coast of Poland.
Katy Hi Lena, I’m Katy. What’s your favourite band?
Lena Hmm... probably Muse. I like rock music and they’re really good.
Katy A British band! Muse is my favourite too. Are you good at music?
Lena Well, I can play the guitar quite well, but I can’t sing at all.
Dan Don’t worry, Lena. Katy can’t sing either! Why are you in the UK?
Lena My mum and dad are doctors at Charing Cross Hospital.
Teacher Thanks very much, Lena. Now, Alex. It’s your turn. Can you please introduce yourself?
Alex Well... Hi everyone. I’m Alex Gardener. I’m from Manchester, in the north of England, and I’m here in London now for at least three years because of my mum’s new job. Nice to meet you all!
Naomi Nice to meet you too, Alex. I’m Naomi. How old are you?
Alex It’s my birthday tomorrow, so I’m practically fifteen.
George Oh, Happy Birthday, Alex! I’m George. Manchester’s famous for its football teams. Are you good at football, Alex?
Alex No, I’m not. I can swim pretty well, but I’m hopeless at football. But my sister Carla can play really well.
George Is she at our school too?
Alex No, she isn’t. She’s twenty, so she’s at university in Manchester. She’s in the university football team.
George Cool.
Teacher Thanks, Alex and Lena. And welcome to our class! Now everyone, it’s time to start the lesson, open your books at page 56 and look at the…

Soluzioni: Photo A.
1 Poland; **2** Manchester (Lena is from Poland and Alex is from Manchester.)

3 → In presenza / modalità sincrona DDI

Soluzioni: 1 F (She’s fifteen.); **2** F (It’s a big city.); **3** T; **4** F (She can’t sing at all.); **5** F (He’s in London for three years.); **6** F (He can swim pretty well.); **7** T; **8** F (She’s twenty years old.)

4 → In presenza / modalità sincrona DDI

DISCUSS **Trinity Grade 3** (Everyday life)

Soluzioni: Risposte personali.

Extra activity → In presenza / modalità sincrona DDI

In pairs, describe Photo A, answering questions such as:
How many boys and how many girls can you see?
Where are they? What are they wearing?
Are they sitting? Are they talking? Are they sad or happy?

Global Goals

p. 26

Educazione civica

17 Global Goals
I 17 Obiettivi Globali per lo Sviluppo Sostenibile sono stati concordati nel 2015 dai leader del 193 paesi delle Nazioni Unite. Gli obiettivi principali sono: porre fine alla povertà e alla disuguaglianza e proteggere il pianeta per le generazioni future. Gli aspetti centrali dell'accordo sono: il cambiamento climatico, l'istruzione, l'uguaglianza, la giustizia e la sostenibilità. Si possono individuare cinque categorie, le cosiddette "5P": Persone, Pianeta, Prosperità, Pace e Partenariato.

1 ➔ In presenza / modalità sincrona DDI

Gli studenti leggono l'introduzione ai 17 Obiettivi per lo Sviluppo Sostenibile. Prendono nota del nome dell'organizzazione, degli obiettivi principali e delle aree prese in considerazione.

Soluzioni:
1. The United Nations.
2. To end poverty and inequality and protect the planet.
3. Climate change, education, equality, justice and sustainability.

2 ➔ In presenza / modalità sincrona DDI

Gli studenti analizzano il significato dei 17 Obiettivi per lo Sviluppo Sostenibile.
Attenzione, alcuni obiettivi della mappa possono essere collegati a più di una 'P', per es. Goal 1 - People & Prosperity.
Se opportuno, rimandarli al sito italiano: https://unric.org/it/agenda-2030 o anche al sito: https://it.wikipedia.org/wiki/Obiettivi_di_sviluppo_sostenibile

Soluzioni:

People:	Goals 1, 2, 3, 4, 5
Planet:	Goals 6, 7, 12, 13, 14, 15
Prosperity:	Goals 1, 2, 3, 4, 7, 8, 9, 10, 11
Peace:	Goal 16
Partnership:	Goal 17

3 ➔ In presenza / modalità sincrona DDI

Audio script 024: vedi Student's Book es. 3

Soluzioni: They are important because they can help to solve problems like pressure on resources, pollution and help people around the world.

4 ➔ Modalità asincrona DDI

Soluzioni: 1 g; **2** f; **3** a; **4** h; **5** b; **6** c; **7** e; **8** d

5 ➔ Modalità asincrona DDI

Soluzioni:
a The number of animal and plant species which risk extinction.
b The amount of waste every year in tonnes.
c The percentage of the world's population that is extremely poor.
d People without clean water.
e The percentage of our planet that is water.
f The Earth's population.

6 ➔ In presenza / modalità sincrona DDI

CRITICAL THINKING Gli studenti decidono l'ordine di importanza di tali obiettivi nella vita del proprio paese e ne discutono a coppie.

Soluzioni: Risposte personali.

WRITING

7 ➔ Modalità asincrona DDI

Soluzioni: Risposte personali.

DIGITAL COMPETENCES ➔ Modalità asincrona DDI

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.

Soluzioni: 1 food distribution; **2** a doctor; **3** water to drink; **4** solar panels; **5** a modern city; **6** fish; **7** elephants; **8** a United Nations meeting

Unit 2 FAMILY AND HOME

p. 28

OBJECTIVES

Communicative competences
Talking about family and pets
Talking about possessions
Talking about your room

Grammar
Plural nouns
Possessive *'s*
Verb *have got*
Possessive pronouns + *Whose…?*
there is, there are
some and *any* (1)

Vocabulary
Family and pets
Personal possessions

Reading
Me and my family
Our space
10 tips for an eco-friendly bedroom

Listening
Four conversations about possessions
Interviews requesting personal information

Speaking
Talking about your friends and family
Talking about things in your school bag
Talking about personal possessions
Discussing favourite things in your bedroom
Discussing popular pets and personal possessions

Writing
Writing a text about two favourite things
Writing about your partner's room
Writing five eco-rules for your home and family

Global Goals
7 Affordable and Clean Energy, 13 Climate Action

Critical thinking
The pros and cons of renewable energy

Digital competences
Watching a video about an offshore wind farm

Pronunciation
th /ð/ /θ/

1 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti menzionano il numero di persone nel loro nucleo familiare.

Soluzioni: Risposte personali.

2 ➜ In presenza / modalità sincrona DDI VIDEO

Audio script 025: vedi Student's Book es. 2

Leggere il testo e guardare il video o ascoltare la registrazione.
Far controllare alcuni vocaboli nel riquadro *Make it real*.

Soluzioni: Three.

3 ➜ In presenza / modalità sincrona DDI

Soluzioni:
1 F (Oliver is best friends with two – of his – classmates.)
2 F (She is forty-nine and he is forty-seven.)
3 T
4 F (Dan is a really good DJ.)
5 F (They're two guinea pigs and a rabbit.)
6 F (They've got two guinea pigs and a rabbit.)

4 ➜ In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 1, Trinity Grade 2 (Family and pets)

Soluzioni: Risposte personali.

Vocabulary

p. 29

Family and pets

5 ➜ In presenza / modalità sincrona DDI

Aiutare gli studenti a interpretare l'albero genealogico e a completarlo.
Gli studenti controllano le risposte ascoltando l'audio.

Audio script 026

Sunday evening is our family evening at my grandparents' house. We're all there for dinner, and it's really nice!
My grandma's name is Susan and her husband – my grandad – is John. My grandparents have got two children: my dad Joe, and his brother Nick. So Nick is my uncle, and his wife Jane, is my aunt. Dad is married to Mel, my stepmum.
In my family there are three children, including me of course! My big brother is called Josh and my little sister is Anna.
In Uncle Nick and Aunt Jane's family there are two children. Their son is called Marcus and their daughter is called Keira. Marcus and Keira are my cousins.

Soluzioni: **1** grandma; **2** dad; **3** uncle; **4** aunt; **5** brother; **6** sister; **7** cousins

6 ➜ Modalità asincrona DDI

Gli studenti fanno riferimento all'albero genealogico nell'esercizio 5 e scrivono il grado di parentela per completare le frasi.

Soluzioni: **1** son; **2** grandparents; **3** daughter; **4** husband; **5** grandson; **6** granddaughter; **7** nephew; **8** grandchildren

7 → Modalità asincrona DDI

Gli studenti osservano le foto e le abbinano alla lista di parole.

Soluzioni: **1** dog; **2** tortoise; **3** rabbit; **4** fish; **5** cat; **6** guinea pig

Grammar

p. 29

Plural nouns VIDEO DEAFLIX

8 → Modalità asincrona DDI

Gli studenti leggono le regole per la formazione del plurale di sostantivi e completano gli esempi.

Soluzioni: **1** teachers, **2** classes; **3** families; **4** people

Grammar Goals p. 132 → Studio autonomo

9 → Modalità asincrona DDI

Soluzioni: **1** pets; **2** halves; **3** babies; **4** men; **5** cities; **6** girls; **7** lunches; **8** matches; **9** twins

Possessive *'s* VIDEO DEAFLIX

Grammar Goals p. 132 → Studio autonomo

10 → Modalità asincrona DDI

Gli studenti leggono le regole per l'uso del genitivo sassone e correggono le frasi.

Soluzioni: **1** Sarah's; **2** boys'; **3** parents'; **4** band's; **5** men's

11 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 1, Trinity Grade 2 (Family and friends, Pets)

Soluzioni: Risposte personali.

Extra activity → Modalità asincrona DDI
Write a short text about your partner's family.

Soluzioni: Risposte personali.

Grammar in context

p. 30

1 → In presenza / modalità sincrona DDI

Far leggere e ascoltare la registrazione e far rispondere alla domanda.

Audio script 027: vedi Student's Book es. 1

Soluzioni: Millie's favourite possession is her bike. Ava's favourite thing is a T-shirt with Ed Sheeran's autograph on it.

Verb *have got* VIDEO DEAFLIX

2 → Modalità asincrona DDI

Gli studenti guardano il video e completano la tabella delle forme di *have got*.

Soluzioni: **1** 've got; **2** hasn't got; **3** Have

Grammar Goals p. 132 → Studio autonomo

3 → Modalità asincrona DDI

Soluzioni: **1** 've got; **2** have got; **3** have; **4** haven't got; **5** 's got

4 → Modalità asincrona DDI

Soluzioni: **1** 've got / have got; **2** Have you got … haven't; **3** 's got / has got; **4** hasn't got / has not got; **5** haven't got / have not got; **6** 's got / has got; **7** Has Ethan got … hasn't, **8** 've got / have got, **9** 's got / has got; **10** Have the students got … have

Possessive pronouns and *Whose…?* VIDEO DEAFLIX

Grammar Goals p. 133 → Studio autonomo

5 → Modalità asincrona DDI

Soluzioni: **1** yours; **2** mine; **3** hers; **4** Whose; **5** yours; **6** theirs; **7** Whose; **8** his; **9** Whose; **10** ours

6 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grade 2 (Possessions)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 31

Personal possessions VIDEO

1 → In presenza / modalità sincrona DDI

Audio script e soluzioni 028

1 rollerblades; **2** rucksack; **3** trainers; **4** phone; **5** bike; **6** watch; **7** e-reader; **8** games console; **9** headphones; **10** laptop; **11** fitness tracker; **12** skateboard

2 → Modalità asincrona DDI

Soluzioni: **1** rucksack; **2** headphones; **3** phone / laptop; **4** laptop / phone; **5** watch; **6** games console; **7** bike; **8** trainers

3 → In presenza / modalità sincrona DDI

Audio script 029

1
Josh You've got some nice things for your

birthday Elsa. What's your favourite thing?
Elsa Hmm... probably the present from my grandparents.
Josh Your new laptop?
Elsa Yes. It's great for playing video games.
Josh My phone's good for video games too.
Elsa Yes, I can do those things on my phone too, of course. And I can watch videos and TV programmes on my phone or my laptop. But the laptop is great for playing games because it's big and it's got good sound.

2
Matt Hi Sophie!
Sophie Oh, hi Matt. That's nice. Is it new?
Matt My skateboard? Yes, it is. It's my favourite thing at the moment.
Sophie Is it an expensive one?
Matt No, it isn't. It's quite cheap. It's from that new shop in town: Sports World.
Sophie Oh, right. That shop's great: I've got some new rollerblades from there.
Matt Are you good at rollerblading then, Sophie?
Sophie No, not very good. But I'm OK.

3
David Is it a new watch, Chloe?
Chloe No, it isn't. It's my new fitness tracker. It's really great for sport.
David Is it easy to use?
Chloe Yes, it is. You use it with an app. Look. This app on my phone has got my information from the fitness tracker.
David Is it a present from your parents?
Chloe No, it's a present from my aunt and uncle.

4
Becky Is that a tablet, Tarek?
Tarek No, it isn't. It's my new e-reader.
Becky Why have you got your headphones then?
Tarek I can listen to audio books with my Bluetooth headphones. It's great on the bus.
Becky Can you use it for other things too, like a tablet?
Tarek Yes. I can copy Mp3 files and listen to music. And I can even play some games.
Becky That's good! Have you got a lot of books on it?
Tarek No, it's new, so I've only got five books on it at the moment, but it can contain over a thousand.

Soluzioni: 1 a laptop; **2** a skateboard; **3** a fitness tracker; **4** an e-reader

4 ➜ **In presenza** / **modalità sincrona** **DDI**

INVALSI Listening Completing sentences

Soluzioni: 1 a from her grandparents, b video games; **2** a favourite thing / skateboard, b (new) rollerblades; **3** a app, b her aunt and uncle; **4** a audio books (and music), b five books.

5 ➜ **In presenza** / **modalità sincrona** **DDI**

SPEAKING **Preliminary Speaking Part 1, Trinity Grade 2** (Possessions)

Soluzioni: Risposte personali.

FINISHED? ➜ **In presenza** / **modalità sincrona** **DDI**

Soluzioni: Risposte personali.

Reading

p. 32

Our space

1 ➜ **In presenza** / **modalità sincrona** **DDI**

THINK Gli studenti rispondono alla domanda prima di iniziare la lettura.

Soluzioni: Risposte personali.

2 ➜ **In presenza** / **modalità sincrona** **DDI**

Audio script 030: vedi Student's Book es. 1

Soluzioni: Tara is tidy and Jane is untidy.

Word Work

3 ➜ **Modalità asincrona** **DDI**

Far notare che tutti questi vocaboli si trovano nel testo di lettura alla riga (*line*) indicata fra parentesi.

Soluzioni: 1 f; **2** g; **3** a; **4** j; **5** c; **6** b; **7** i; **8** d; **9** h; **10** e

4 ➜ **In presenza** / **modalità sincrona** **DDI**

Soluzioni possibili:
1 They're on shelves and in boxes.
2 The windows.
3 Because there are cushions on it.
4 On her bed and on the floor.
5 Posters of her favourite bands and a mirror.
6 Because there are lots of things on it.
7 Because Jade can't find her homework.
8 It's a mess. / It's a disaster.

Study Skill ➜ **In presenza** / **modalità sincrona** **DDI**

Gli studenti leggono le istruzioni in *Study Skill* e adottano il sistema di attaccare dei post-it con il termine inglese sugli oggetti della loro camera.

5 ➜ **In presenza** / **modalità sincrona** **DDI**

DISCUSS **Trinity Grade 2-3** (Possessions and household objects, Home life)

Gli studenti rileggono rapidamente l'articolo di Tara, *Our space*, prima di rispondere alle domande a coppie.

Soluzioni: Risposte personali

Grammar

p. 33

there is, *there are* VIDEO DEAFLIX

6 → Modalità asincrona DDI

Gli studenti cercano nell'articolo di Tara, *Our space*, le forme di *there is* e *there are*, le traducono in italiano (c'è, ci sono) e completano gli esempi dati.

Soluzioni: 1 There's; **2** are; **3** there

Grammar Goals p. 133 → Studio autonomo

7 → Modalità asincrona DDI

Gli studenti completano i mini-dialoghi con le forme corrette di *there is* e *there are*.

Soluzioni: 1 there isn't; **2** there's / there is; **3** Are there; **4** there are; **5** There's / There is; **6** Are there; **7** there aren't / there are not; **8** there are

some and *any* (1)

Grammar Goals p. 133 → Studio autonomo

8 → Modalità asincrona DDI

Soluzioni: 1 any; **2** some; **3** any; **4** any; **5** some

9 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 1, Trinity Grade 3 (Everyday life, Places in the local area, Free time)

Gli studenti mettono in pratica *Is there*, *Are there*, *a*, *any* che hanno appena imparato.

Soluzioni: 2 *Is there a* nice park where you live?;
3 *Are there any* interesting places to visit in your area?;
4 *Is there a* funny TV show you can recommend?;
5 *Are there any* new bands or singers you can recommend?
Risposte personali.

Communication

p. 34

Describing your bedroom VIDEO

1 → In presenza / modalità sincrona DDI

Gli studenti guardano il video e rispondono alle domande.

Audio script 031: vedi Student's Book es. 2

Soluzioni: 1 Ryan's room.; **2** Ryan's mum.; **3** It's small.

2 → In presenza / modalità sincrona DDI

Gli studenti completano il dialogo con le parole date e riguardano il video.

Soluzioni: 1 things; **2** shelves; **3** present; **4** old; **5** untidy; **6** shop

Key Expressions → Modalità asincrona DDI

Far leggere attentamente le domande e le espressioni usate per descrivere la propria camera.

3 → In presenza / modalità sincrona DDI

Gli studenti si esercitano a usare le *Key Expressions* nei dialoghi. Invitare alcune coppie a leggere i dialoghi ad alta voce per verificare se le risposte sono corrette e se usano l'intonazione giusta.

Far controllare alcuni vocaboli nel riquadro *Make it real*.

Soluzioni: 1 's your room like; **2** a big room/big; **3** got a desk; **4** there any posters; **5** What colour is

Word Work

4 → In presenza / modalità sincrona DDI

Gli studenti usano le parole nel riquadro per identificare i colori.

Fare osservare la nota linguistica che spiega l'uso di *light* e *dark* davanti ai nomi dei colori per indicarne l'intensità.

Soluzioni: 1 black; **2** yellow; **3** green; **4** grey; **5** blue; **6** purple; **7** red; **8** pink; **9** orange; **10** brown

5 → In presenza / modalità sincrona DDI

Gli studenti abbinano ogni aggettivo al suo opposto.

Fare osservare la nota linguistica sull'ordine degli aggettivi di tipo descrittivo.

Soluzioni: 1 e; **2** d; **3** f; **4** c; **5** b; **6** a

6 → In presenza / modalità sincrona DDI

SPEAKING Trinity Grades 1-2 (Colours, Possessions and household objects)

Soluzioni: Risposte personali.

***FINISHED?* → In presenza / modalità sincrona DDI**

Write a short text about your partner's room.

Soluzioni: Risposte personali.

Teen Talk

p. 35

Personal information VIDEO

1 → In presenza / modalità sincrona DDI

I video *Teen Talk* consistono in brevi video-interviste per strada a una serie di adolescenti britannici. I ragazzi rispondono a sei domande legate ai temi delle due unità precedenti. Ogni video ha una durata di 4-5 minuti circa. Per aiutare nella visione e nella comprensione, è possibile fare ricorso ai sottotitoli.

Prima di vedere il video, leggere le parole dell'esercizio 1. Se necessario, verificare che tutte le parole siano conosciute.

Soluzioni:
London; stepdad; September; brother; May; British; cat; piano

2 → In presenza / modalità sincrona DDI

Soluzioni: 1 Gambia; **2** East; **3** 17; **4** 16; **5** November; **6** October; **7** three sisters and a brother; **8** has; **9** Golden Retriever; **10** cat; **11** guitar; **12** phone

CULTURE NOTE

Se possibile, indicare su una carta murale la posizione della contea del Kent. Spiegare la suddivisione in contee dell'Inghilterra e di tutto il Regno Unito. Le suddivisioni geografiche e culturali furono abolite alla fine dell'Ottocento e sostituite da contee amministrative. Si tratta di unità locali di governo: in Inghilterra ce ne sono 48.

3 → In presenza / modalità sincrona DDI

DISCUSS **Trinity Grade 2** (Pets, Possessions)

Risposte personali.

Global Goals

p. 36

Educazione civica

7 Affordable and Clean Energy (Assicurare a tutti l'accesso a sistemi di energia economici, affidabili, sostenibili e moderni): l'obiettivo è garantire a tutti l'accesso universale ai servizi energetici moderni, migliorare l'efficienza energetica e incrementare l'uso di risorse rinnovabili. Possiamo raggiungere questo obiettivo se riduciamo la nostra dipendenza dai combustibili fossili, che sono molto dannosi per il pianeta. L'implementazione rapida di queste nuove soluzioni energetiche è essenziale per contrastare il cambiamento climatico, una delle maggiori minacce alla nostra sopravvivenza.

13 Climate Action (Lotta contro il Cambiamento Climatico): il cambiamento climatico consiste in fenomeni estremi come lo scioglimento delle calotte polari, l'innalzamento del livello del mare, il mutamento delle condizioni meteorologiche e gravi disastri naturali. La causa principale sono le emissioni di gas a effetto serra, derivanti dalle attività umane, a cui si deve cercare di ovviare soprattutto con l'utilizzo di energie rinnovabili. L'obiettivo 13 invoca pertanto soluzioni coordinate a livello internazionale e la cooperazione di tutti i paesi per mitigare gli effetti del cambiamento climatico, integrando provvedimenti specifici nelle politiche e nelle strategie nazionali, per rafforzare in tutti i paesi la capacità di adattamento ai rischi legati al clima e ai disastri naturali.

1 → In presenza / modalità sincrona DDI

Leggere il factfile con la classe, spiegare che *fossil fuels* sono i combustibili fossili, come il petrolio, il carbone e i gas naturali, e che CO_2 è l'anidride carbonica, detta anche biossido di carbonio e causa principale del riscaldamento globale.

Soluzioni: Renewable energy is good for the planet. Fossil fuels are bad for the planet.

2 → Modalità asincrona DDI

Soluzioni: 1 c; **2** a; **3** d; **4** b

3 → Modalità asincrona DDI

Soluzioni: 1 wind; **2** hydro (water); **3** oil; **4** coal; **5** solar; **6** geothermal; **7** biomass; **8** gas

READING

p. 36

4 → In presenza / modalità sincrona DDI

Soluzioni: Risposte personali.

5 → In presenza / modalità sincrona DDI

Gli studenti leggono e ascoltano il testo e ne interpretano il significato anche con l'aiuto del *Glossary*.

Audio script 032: vedi Student's Book es. 5

Soluzioni: plastic

6 → Modalità asincrona DDI

Soluzioni: 1 e; **2** a; **3** d; **4** f; **5** b; **6** c

7 → In presenza / modalità sincrona DDI

CRITICAL THINKING Gli studenti discutono vari modi per risparmiare energia e i pro e i contro dell'uso di energia rinnovabile.

Soluzioni possibili:

1 Use public transport, walk to school or ride your bike, wash your clothes only when necessary and in cold water. Have short showers. Use LED light bulbs, don't make photocopies, re-use paper, don't use plastic containers or water sold in plastic bottles, separate waste into paper, plastic etc.

2 **Pros**: clean energy is sustainable; it's clean and good for the environment; it's safe; the cost for us can be cheaper. **Cons**: it's variable (sometimes there isn't sun or wind).

WRITING

8 → Modalità asincrona DDI

Soluzioni: Risposte personali

DIGITAL COMPETENCES → Modalità asincrona DDI

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.

Soluzioni: **1** north-east; **2** are; **3** can; **4** 20,000

Listening & Life Skills 1–2

p. 38

Respect

OBJECTIVES

Communicative competences
Understanding the concept of respect

Listening
Showing respect or lack of respect

Reading
Be respectful

Speaking
Other ways of showing respect

1 → **In presenza** / modalità sincrona DDI

THINK Gli studenti leggono la definizione di "rispetto" e discutono a quali tipi di rispetto si riferiscono le immagini.

Soluzioni: **1** respect for property; **2** respect for others; **3** respect for the environment; **4** respect for yourself

2 → **In presenza** / modalità sincrona DDI

Gli studenti ascoltano cinque dialoghi e identificano i luoghi dove si svolgono.

Audio script 033

1

Woman Excuse me, there's a queue.
Man But I'm late and my flight to Paris is in thirty minutes.
Woman Yes, that's our flight too, but this is the queue for the security check, so can you please wait in line with all the other passengers?
Man OK, OK! But this queue is ridiculous!

2

Teacher Jacob, is that your chewing gum on the desk?
Student Err, yes, it is, Mrs Thompson.
Teacher Don't leave gum on the desk. It's disgusting. Go and put it in the bin, please.
Student Yes, of course, sorry!

3

Boy Ella, which seats are ours?
Girl We're in row F, seats 8 and 9.
Boy Quick! The film's about to start.
Woman Hi, I'm fine. I'm at the cinema. What about you? Yes, sure…
Boy Sorry, but can you please be quiet? We can't hear the film.
Woman Yeah, absolutely! I'm free tomorrow. We can go for a burger and…
Girl I can't believe it! You can't use your phone in the cinema!
Boy Let's change seats.

4

Woman Look over there! What's that?
Man Hey, you two! Stop that immediately!
Man Typical! Look, now there's graffiti all over that new shop window.
Woman Oh dear! It's terrible!

5

Girl Errgh! There isn't anything good on this menu. Dad, can't we go to a different place?
Dad No, we can't. It's nice and the food is good.
Girl But all my friends are at the party and I'm here with you.
Dad Don't be so ungrateful. You can go to the party later, after dinner.
Girl It isn't fair! I want to go to the party now!
Dad Please stop complaining and choose something to eat!

Soluzioni: a **3**; b **5**; c **1**; d **4**; e **2**

3 → **In presenza** / modalità sincrona DDI

Soluzioni: **1** F (the passenger is unhappy); **2** T; **3** T; **4** F (there's graffiti on the window); **5** F (the girl is rude).

4 → **In presenza** / modalità sincrona DDI

Gli studenti ripassano gli otto tipi di rispetto elencati nell'esercizio 1.

Soluzioni possibili: **1** Respect for others; **2** Respect for your school; **3** Respect for rules / others; **4** Respect for property; **5** Respect for family (and friends).

5 → **In presenza** / modalità sincrona DDI

DISCUSS **Trinity Grade 6** (Expressing and requesting opinions and impressions)

Soluzioni: Risposte personali.

6 → **In presenza** / modalità sincrona DDI

DISCUSS

Soluzioni: Risposte personali.

Extra activity → Modalità sincrona DDI
Write about a personal situation when people didn't show you respect, e.g. they were looking at their mobiles while you were talking to them, they got angry with you, etc.

Spotlight on Culture 1–2 p. 39

The UK in numbers

OBJECTIVES

Communicative competences
Information about the UK

Reading
The UK in numbers

Speaking
Discussing information about Italy

1 → In presenza / modalità sincrona DDI

THINK Invitare gli studenti a condividere le loro informazioni sul Regno Unito relativamente a lingua, città, cultura, sport e clima.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Gli studenti troveranno nell'articolo tutte le informazioni per poter rispondere alle domande.

Audio script 034: vedi Student's Book es. 2

Soluzioni: 1 Pop and rock music.; **2** Welsh, Gaelic, Scots, Irish, Ulster Scots and Cornish.; **3** 30%.; **4** 8.15 million.; **5** Football, cricket, rugby, badminton, and tennis.; **6** Reading.

3 → In presenza / modalità sincrona DDI

SPEAKING Far lavorare gli studenti a gruppi per raccogliere tutte le informazioni richieste sull'Italia.

Soluzioni: Risposte personali.

Extra activity → Modalità asincrona DDI
Draw a chart of the 20 Italian regions with their capitals and major cities. Divide it into three geographical areas: North, Centre, South.

Summative Revision 1–2 p. 40

OBJECTIVES

Revising vocabulary
Countries and nationalities
Abilities
Family and pets
Personal possessions

Revising grammar
Verb *be*
Articles: *a, an* and *the*
Verb *can*: ability and possibility
Level of ability
Plural nouns
Possessive 's
Verb *have got*
Possessive pronouns and *Whose…?*
there is, *there are*
some and *any* (1)

1 → Studio autonomo

Soluzioni:
-*ish*: Spanish; British; Irish
-*ian*: Brazilian; Australian; Canadian
-*an*: Moroccan; American; German
Other: Chinese; French; Swiss

2 → Studio autonomo

Soluzioni:
1 dance; **2** play the piano; **3** swim; **4** sing; **5** cook; **6** speak

3 → Studio autonomo

Soluzioni:
1 niece (è l'unico sostantivo femminile); **2** grandad (è l'unico sostantivo maschile); **3** fish (è l'unico animale domestico acquatico); **4** mum (è l'unico sostantivo singolare); **5** aunt (è l'unico rapporto di parentela in linea collaterale) / children (è l'unico sostantivo plurale)

4 → Studio autonomo

Soluzioni:
1 rucksack; **2** headphones; **3** phone; **4** games console; **5** trainers; **6** laptop

5 → Studio autonomo

Soluzioni:
1 is; **2** 'm / am; **3** a; **4** 'm not / am not; **5** aren't / are not; **6** 're / are; **7** Is; **8** a; **9** is; **10** isn't; **11** the; **12** is; **13** 's / is; **14** the; **15** are; **16** 's / is; **17** an; **18** are

6 ➜ Studio autonomo

Soluzioni:
1 Omar is really good at swimming.; **2** Can Lydia write well?; **3** Evan is hopeless at skateboarding.; **4** Emily can't ride a scooter at all.; **5** Sinead can't draw very well.; **6** Is Max good at playing chess?

7 ➜ Studio autonomo

Soluzioni:
1 lunches; **2** children; **3** boys; **4** houses; **5** wives; **6** pens; **7** stories; **8** women

8 ➜ Studio autonomo

Soluzioni:
1 Whose; **2** mine; **3** 's; **4** ours; **5** There's; **6** There are; **7** some; **8** got; **9** have; **10** there isn't; **11** any; **12** Whose; **13** 's; **14** His; **15** 's got; **16** Hers

9 ➜ Studio autonomo

Soluzioni:
1 a; **2** a; **3** b; **4** a; **5** a; **6** a; **7** a; **8** b

10 ➜ Studio autonomo

Soluzioni:
1 Milan and Rome are two Italian cities.; **2** My uncle's got three houses!; **3** Julia's got three sisters.; **4** I've got an Irish cousin.; **5** Eve and Simon have got a dog and a rabbit.; **6** Max's grandparents' names are June and Joseph.; **7** Where are the tickets?; **8** Whose is this bike?; **9** Yes, they're theirs.; **10** Is there a book and a pen on your desk?; **11** There aren't any posters on my wall.; **12** Is there a nice park near your house?

11 ➜ Studio autonomo

Soluzioni:
1 c; **2** a; **3** b; **4** a; **5** c; **6** c; **7** c; **8** b; **9** b; **10** b; **11** a; **12** c

12 ➜ Studio autonomo

Soluzioni:
1 has; **2** twelfth; **3** This; **4** What's; **5** past; **6** laptop; **7** Thursday; **8** Can we; **9** the; **10** What; **11** watches; **12** pencil case; **13** next to; **14** Do

Unit 3 FREE TO BE ME

p. 42

OBJECTIVES

Communicative competences
Talking about free time and sports
Talking about regular activities
Talking about likes and dislikes
Agreeing and disagreeing

Grammar
Present simple: all forms
Adverbs and expressions of frequency
like, love, hate, enjoy, don't mind + -ing

Vocabulary
Free-time activities
Sports

Reading
Teen forum > free time
Sports report: Australia
The power of sport

Listening
Two young people talking about sport
A music survey (video)
A podcast about free time

Speaking
Talking about free time
Talking about sports
Discussing sports in Australia
Expressing agreement and disagreement
Debating the benefits of sport
A conversation about sports heroes

Writing
Writing sentences about free time
Writing about what you like or don't like doing

Global Goals
10 Reduced Inequalities

Critical thinking
Role models

Digital competences
Watching videos online about sport

Pronunciation
Present simple: *-s, -es* /s/ /z/ /ɪz/

1 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti lavorano individualmente o a coppie elencando tutte le parole inglesi che sanno per le attività del tempo libero: sport, hobby, attività musicali e artistiche, attività online, spettacoli ecc.

Soluzioni: Risposte personali.

2 ➜ Modalità asincrona DDI VIDEO

Gli studenti guardano il video e rispondono alla domanda.
Audio script 035: vedi Student's Book es. 2

Soluzioni: Risposte personali.

3 → In presenza / modalità sincrona DDI

Gli studenti rileggono i commenti di Naomi, Oliver e Laila e decidono chi potrebbe aver detto le frasi 1-6. Controllare le risposte con l'intera classe e chiedere agli studenti di giustificarle.

Soluzioni:
1 Tess; **2** Oliver; **3** Naomi; **4** Oliver; **5** Naomi; **6** Tess

4 → In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Grade 4** (Hobbies; Weekend activities)

Assegnare 5-6 minuti per il lavoro orale a coppie. Poi elencare le risposte perché tutti abbiano un'idea delle preferenze dei compagni.

Soluzioni: Risposte personali.

Vocabulary

p. 43

Free-time activities VIDEO

5 → Modalità asincrona DDI

Gli studenti guardano il video e svolgono l'esercizio.

Audio script 036

0 We go to the cinema at weekends if there's a good film.
1 Harry wants to play in our band, but he isn't very good at the guitar.
2 I write a blog about Manga – I also draw pictures of characters and then I post them on it.
3 I often play video games. My favourite is Fortnite.
4 I don't talk to my friends on the phone. We message and send photos.
5 It's a lovely day. We can go for a walk in the park.
6 I hang out with my best friend after school. We listen to music and dance in my bedroom.

Soluzioni: **1** play in … band; **2** write a blog; **3** play video games; **4** message; **5** go for a walk; **6** hang out … listen to music

Word Work

6 → In presenza / modalità sincrona DDI

Soluzioni: **1** watch videos/films; **2** do sport; **3** build robots; **4** read comic books; **5** play the drums; **6** go to the shopping centre

7 → In presenza / modalità sincrona DDI

SPEAKING

Soluzioni possibili: **1** You can hang out with friends; **2** You can play video games; **3** You can watch films; **4** You can make videos / learn filming; **5** You can do sport / play table tennis; **6** You can go to classes

Grammar

p. 43

Present simple: positive and negative VIDEO DEAFLIX

8 → Modalità asincrona DDI

Far leggere la regola dell'uso e far tradurre gli esempi. Gli studenti completano la regola.

Grammar Goals p. 142 → Studio autonomo

Soluzioni: 1 -s; **2** -es

9 → In presenza / modalità sincrona DDI

Soluzioni: 1 stays; **2** plays; **3** messages; **4** watches; **5** don't do; **6** spend; **7** doesn't cost; **8** go

10 → In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Hobbies; Weekend activities)

Soluzioni: Risposte personali.

FINISHED? **→ In presenza / modalità sincrona DDI**

Gli studenti scrivono cinque frasi sulle attività del tempo libero di cui hanno parlato con il compagno.

Grammar in context

p. 44

1 → In presenza / modalità sincrona DDI

Far leggere e ascoltare la registrazione per cogliere il senso generale e far rispondere alla domanda.

Audio script 037: vedi Student's Book es. 1.

Soluzioni: At a local theatre.

Present simple: questions and short answers VIDEO DEAFLIX

2 → In presenza / modalità asincrona DDI

Gli studenti guardano il video e completano la costruzione del Present simple interrogativo.

Grammar Goals p. 142 → Studio autonomo

Soluzioni: 1 Do; **2** Do; **3** Does; **4** doesn't

3 → In presenza / modalità sincrona DDI

Soluzioni: 1 I do; **2** Do you want; **3** Does Sarah like; **4** she does; **5** Does Dylan know; **6** he doesn't **7** Do students work; **8** they do

Adverbs and expressions of frequency VIDEO DEAFLIX

4 → Modalità asincrona DDI

Grammar Goals p. 142 → Studio autonomo

Soluzioni: (da sinistra a destra) never → hardly ever → sometimes → often → usually → always

5 ➜ In presenza / modalità sincrona DDI

Soluzioni: **1** usually; **2** always; **3** often; **4** rarely; **5** hardly ever; **6** never

6 ➜ In presenza / modalità sincrona DDI

Soluzioni:
1 I go to the cinema twice a month.
2 Sally has singing lessons once a week.
3 We see Jennifer every weekend.
4 Sam visits his cousins three times a year.
5 Jack goes to band practice every Saturday.
6 Do you walk to school every day?

7 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Hobbies and sports)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 45

Sports

1 ➜ Modalità asincrona DDI

Audio script e soluzioni 038

1 martial arts
2 basketball
3 skiing
4 football
5 cycling
6 gymnastics
7 volleyball
8 athletics
9 tennis
10 swimming
11 weights
12 running

Word Work

2 ➜ In presenza / modalità sincrona DDI

Grammar Goals p. 143 ➜ Studio autonomo

Spiegare che con il **verbo *play*** non si mette l'articolo davanti a sport e giochi da tavolo (*play basketball*, *play chess*), ma ci vuole l'articolo davanti agli strumenti musicali (*play the guitar*). Il **verbo *do*** si usa per esercizi fisici come *do gymnastics*, *do yoga,* per attività sportive senza il pallone come *do cycling, do boxing, do fencing*, e per attività di enigmistica come *do crosswords, do a puzzle.*

La costruzione ***go*** **+ *-ing*** si usa per attività sportive e del tempo libero che si esprimono con la forma in *-ing*: *go fishing, go surfing, go shopping, go dancing.*

Soluzioni:
play basketball, football, tennis, volleyball
do athletics, gymnastics, martial arts, weights
go running, cycling, skiing, swimming
Risposte personali, e.g.:
play rugby, table tennis
do karate, judo, taekwondo
go snowboarding, scuba diving, skating

3 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 3, Trinity Speaking Grade 4** (Sports; Seasonal activities)

Soluzioni: Risposte personali.

4 ➜ In presenza / modalità sincrona DDI

Audio script 039

Daisy Hi Ben. What's that? A new video game?
Ben Hi Daisy. No, it's information about a new sports centre. This is their website.
Daisy Let me see. Oh! They've got lots of activities. And there's a swimming pool, too!
Ben I know! That's my favourite sport! And there's a big gym where you can do weights.
Daisy No thanks. I don't like that. Oh, look! They've got martial arts classes. Cool! Are you into that?
Ben No, not really.
Daisy And it's got basketball courts too. I'm on the school team now.
Ben Really? So you aren't on the athletics team this year?
Daisy No, I'm not. I'm bored of athletics, and I prefer team sports now.
Ben Me too. I'm on the volleyball team again this year. It's always lots of fun.

Soluzioni: swimming, weights, running, basketball, athletics, volleyball

5 ➜ In presenza / modalità sincrona DDI

Preliminary Listening Part 4

Soluzioni: **1** C a website; **2** C swimming; **3** B do weights; **4** B basketball; **5** C volleyball

6 ➜ In presenza / modalità sincrona DDI

Audio script 040

Ben So, Daisy, do you want to sign up at this sports centre with me?
Daisy I don't know. It's on Park Street, near our school, right?
Ben No, it isn't. It's on River Road, near my house. We can go there this afternoon.
Daisy That's close to my house too! I can go there every day.
Ben So do you want to sign up, then?
Daisy Sure. Can my friend Jess come with us? She's really into sports.
Ben Of course. We can meet at my house at ... 4 o'clock?
Daisy Hmm. That's too early. How about half past?
Ben That sounds good. See you then!
Daisy OK. Bye!

Soluzioni:
1 No it isn't. It's near Ben's and Daisy's / their house.
2 She doesn't know.

3 He wants to go to the sports centre.
4 Because Jess is really into sports.
5 At four thirty.

Reading

p. 46

Sports report: Australia

1 → In presenza / modalità sincrona DDI

THINK Gli studenti menzionano gli sport popolari in Italia. L'insegnante può avviare una discussione in classe, chiedendo agli studenti quali sport praticano, con che frequenza, con che grado di abilità. Ci sono sport che amano guardare ma non praticano?

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Leggere il testo e ascoltare la registrazione senza preoccuparsi delle parole sconosciute. Gli studenti devono solo identificare gli sport di Dan.

Audio script 041: vedi Student's Book es. 2

Soluzioni:
summer – swimming, scuba diving, sandboarding;
winter – Australian rules football (footy)

CULTURE NOTE

Australia is the smallest continent on Earth and is located in the Southern Hemisphere.

Probably the Aborigines arrived here from Asia 60,000 years before the European explorers. The Dutch arrived in 1606 and the British with James Cook in 1770. Australia became part of the British Empire in the XIX century and a federation of six colonies in 1901 with a governor general representing the British monarch. It is officially known as the Commonwealth of Australia with Canberra as its capital.

The whole land is covered by the bush, also called the outback, which is sparsely populated and extremely arid. The only reliefs are the Great Dividing Range to the east and Uluru, a monolith in the central of the country which is sacred to the Aborigines and appears red at dawn and at sunset. The Great Barrier Reef, off the east coast of Queensland, is the greatest mass of coral in the world. Being isolated from other continents, Australia has some unique forms of plant and animal life: eucalyptus and acacias, dingoes, kangaroos, koalas, and the only egg-laying mammals on Earth, the platypus and the echidna.

Sydney hosted the 2000 Olympic Games. Australians excel in numerous sports: cricket, which is the national sport, rugby, soccer and tennis.

3 → In presenza / modalità sincrona DDI

Gli studenti ampliano il proprio lessico identificando il significato di cinque parole del testo.

Soluzioni: 1 d; **2** e; **3** c; **4** b; **5** a

4 → Modalità asincrona DDI

L'esercizio richiede una comprensione approfondita della lettura per identificare gli sport. Far notare che le domande non sono nell'ordine del testo di lettura.

Soluzioni:
1 sandboarding; **2** scuba diving; **3** footy/Australian rules football; **4** sandboarding; **5** footy/Australian rules football; **6** scuba diving

Word Work

5 → Modalità asincrona DDI

Gli studenti leggono la spiegazione e svolgono l'esercizio. Suggerire loro di pensare ad altri composti che hanno incontrato in questa unità, per es. *youth centre, drama club, street dance, video games, classmates*.

Soluzioni:
1 sports clubs; **2** playing field; **3** teammates; **4** water sports; **5** scuba diving; **6** sandboarding

6 → In presenza / modalità sincrona DDI

DISCUSS **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Sport)

Gli studenti possono rileggere rapidamente l'articolo prima di discutere le domande a coppie.

Soluzioni: Risposte personali.

Grammar

p. 47

like, love, hate, enjoy, don't mind VIDEO DEAFLIX

7 → Modalità asincrona DDI

Gli studenti guardano il video e sottolineano altri esempi nell'articolo a pagina 46.

Soluzioni:
I **love watching** our national sport, 'footy'.
Australians **enjoy playing** or **watching** it.
I **like going** there.
…if you **don't mind getting** lots of sand in your hair.

8 → In presenza / modalità sincrona DDI

Gli studenti riscrivono le frasi scegliendo il verbo di preferenza che esprime lo stesso concetto.

Soluzioni:
1 I don't mind Art.
2 Do you enjoy teen TV series?
3 I love photography.
4 I can't stand talent shows.
5 I hate broccoli.
6 I quite like tennis.

9 → In presenza / modalità sincrona DDI

Gli studenti scrivono la forma in *-ing* dei verbi dati seguendo le regole ortografiche.

Soluzioni: **1** listening; **2** chatting; **3** going; **4** diving; **5** swimming; **6** walk

10 → In presenza / modalità sincrona DDI

Gli studenti scrivono frasi interpretando il grado di preferenza espresso dagli emoji.

Soluzioni:

1 My best friend loves wearing jeans.
2 I like eating ice cream.
3 My dad doesn't mind cooking.
4 I don't like shopping for clothes.
5 My friends like going to the beach.
6 My parents hate getting up early on Sunday mornings.

Extra activity → In presenza / modalità sincrona DDI

This is a chain activity. The class chooses a topic, for example 'sport'. The first student says, for example, *I love going skiing*. The next student comments *I don't. I hate the snow. I like swimming.* The next student says *I don't mind doing sport but I prefer watching it on TV.*

11 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 4, Trinity Speaking Grade 4 (Expressing likes and dislikes)

Soluzioni: Risposte personali.

Communication

p. 48

Agreeing and disagreeing VIDEO

1 → In presenza / modalità sincrona DDI

Gli studenti guardano il video e rispondono alla domanda.

Soluzioni:
No, they don't. (They agree about half of the questions and disagree about the others.)

2 → In presenza / modalità sincrona DDI

Gli studenti scelgono l'alternativa corretta e riguardano il video.

Audio script 042

Ryan So, do you want to do this music survey?
Leia Alright. What's the first question?
Ryan Let me see. 'Do you like watching music videos?'
Leia Yes, of course, I love watching music videos.
Ryan Me too. They're fun. OK, number two: 'Do you buy posters or T-shirts of your favourite singers?'
Leia No. What about you? Have you got a Taylor Swift T-shirt in your room?
Ryan No way! I prefer rap. I don't like her music.
Leia Oh, I do. So, what's the next question?
Ryan 'Do you like dancing at parties?'
Leia Yes, I do! I love it! It's fun.
Ryan Really? I don't. I hate it. I think it's embarrassing.
Leia So do I – when *you* dance!
Ryan Ha, ha! Very funny! OK, 'Do you enjoy singing karaoke?'
Leia I'm not a very good singer, so no, I don't.
Ryan Neither do I. OK, last question. 'Do you mind spending money on music downloads?'
Leia No, I don't. It isn't expensive. I never copy music. What about you?
Ryan No comment.

Soluzioni:
1 T-shirts; **2** rap; **3** parties; **4** embarrassing; **5** money; **6** expensive

Key Expressions → In presenza / modalità sincrona DDI

Far leggere attentamente le espressioni per esprimere accordo e disaccordo e farle tradurre in italiano. Far notare che ci sono due espressioni alternative per esprimere accordo, la prima è più formale, la seconda è colloquiale. Scrivere altri esempi:

A I like playing basketball.
B So do I. / Me too.
A I don't like skateboarding.
B Neither do I. / Me neither.

3 → In presenza / modalità sincrona DDI

Gli studenti si esercitano a identificare due espressioni per ogni affermazione: una che esprime accordo e una che esprime disaccordo. Invitare alcune coppie a leggerle ad alta voce per verificare se sono corrette e se usano l'intonazione giusta.

Soluzioni:
1 b & c; **2** a & c; **3** b & c; **4** a & b; **5** a & b; **6** b & c

4 → In presenza / modalità sincrona DDI

Gli studenti scrivono altre cinque domande sulla musica, sul tempo libero e sullo sport usando *like*, *enjoy* o *prefer* seguiti dalla forma in *-ing*.

Soluzioni: Risposte personali.

5 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 4, Trinity Speaking Grade 4 (Expressing likes and dislikes)

Soluzioni: Risposte personali.

FINISHED? → **In presenza** / **modalità sincrona** DDI

Soluzioni: Risposte personali.

Listening

p. 49

A free-time podcast

1 THINK → **In presenza** / **modalità sincrona** DDI

Gli studenti fanno un elenco delle attività che si possono fare a casa nel tempo libero.

Soluzioni: Risposte personali.

2 → **In presenza** / **modalità sincrona** DDI

Gli studenti ascoltano un podcast riguardo alle attività del tempo libero e riflettono sulla domanda.

Soluzioni: Risposte personali.

Audio script 043

Sasha Hi guys, I’m Sasha.

Azad And I’m Azad. Welcome to today’s podcast.

Sasha We often get messages from you asking for ideas or tips for things to do in your free time. Now, we all know that in the summer it’s easy to find fun things to do at the weekend. You can see your friends, go cycling, go to the beach and hang out together. But what about in the winter? Sometimes it isn’t so easy to find things to do – especially when the weather’s bad and you’re at home and can’t go out.

Azad Sure, we can all do the usual things: watch TV, listen to music, read, and play video games, but sometimes it’s good to try something new! So today we have some ideas for you. We hope you like them! Here we go.

Sasha Do you like sport? Is it difficult for you to sit around all day? Or do you just want to move and have more energy? Sign up for free online exercise classes. You can do anything from aerobics and personal training to yoga – or even ballet classes – classical dance is cool!

Azad Do you take a lot of photos on your phone? Of course, you do! You’ve probably got hundreds and you probably don’t even know what exactly you’ve got. You’ve got some free time, so download your photos and organise them. Then print your favourites and make a poster for your bedroom!

Sasha Sometimes it’s boring watching TV alone, right? Why not make it a special event? Get a ’party’ download and watch your favourite film with your friends online at the same time – you can eat popcorn, chat and comment in real time – it’s fun!

Azad What do you like doing? What are you good at? Cooking? Making cupcakes? Building robots? Playing the guitar? Be creative – make a video and share it with your friends.

Sasha Learn something new – visit a museum online and become a history nerd. For example, at the British Museum online you can see the exhibits, go behind the scenes and watch videos of experts explaining the fascinating stories behind the objects.

Azad Don’t just listen to music you already know – be adventurous and discover new music. Listen to songs you normally don’t usually listen to, for example, from the 1980s or 90s. Why not make a video of the song with your reaction and evaluation for your friends and see if they agree?

3 → **In presenza** / **modalità sincrona** DDI

Gli studenti ascoltano nuovamente il podcast e completano l’esercizio.

Soluzioni: **1** beach; **2** free; **3** photos; **4** poster; **5** chat; **6** comment; **7** cupcakes; **8** guitar; **9** stories; **10** music

4 DISCUSS → **In presenza** / **modalità sincrona** DDI

Trinity Speaking Grade 4 (Hobbies)

A coppie, gli studenti discutono sulle idee presentate nel podcast e riflettono su quali proposte sono valide e quali no, secondo la loro opinione. Si può anche fare una statistica della classe con le attività più apprezzate e quelle meno apprezzate.

Soluzioni: Risposte personali.

Global Goals

p. 50

Educazione civica

10 Reduced Inequalities

10 Reduced Inequalities (Ridurre le Disuguaglianze): l’obiettivo è quello di ridurre le disparità di reddito, di accesso alla sanità, all’educazione e ad altri servizi, non solo tra paesi diversi ma anche all’interno di un medesimo Paese. Cioè si tratta non solo di incoraggiare i flussi finanziari per gli stati più bisognosi, ma anche di operare all’interno di stati industrializzati per raggiungere progressivamente e sostenere la crescita del reddito del 40% della popolazione nello strato sociale più basso a un tasso superiore rispetto alla media nazionale.

1 → **In presenza** / **modalità sincrona** DDI

DEBATE Ricordare alla classe l’importanza di Nelson Mandela (1918-2013) nel combattere la discriminazione razziale e nel promuovere la riconciliazione e l’uguaglianza in Sudafrica.

CULTURE NOTE

Nelson Mandela (18 July 1918 – 5 December 2013) was a South African politician and activist at a time when the South African white-only government

established apartheid, a system of racial segregation (1948–1994). Mandela joined the ANC (African National Congress) and promoted non-violent protests until the Sharpeville Massacre (21 March 1960) when he agreed to a sabotage campaign and violent action against the government. He was arrested, tried and imprisoned for 27 years, which he spent mainly on Robben Island.
In the 1970s and 1980s there was much support for Mandela's liberation from around the world. In 1984 Jerry Dammers composed the song *Free Nelson Mandela* which became the emblem of the anti-apartheid fight. Mandela was released 11 February 1990 and he started working with South Africa president F. W. de Klerk towards a democratic bill of rights.
In 1993, Mandela won the Nobel Peace Prize with F. W. de Klerk for their work against racism in South Africa. In 1994, he became the first President of South Africa elected in a fully represented democratic election and the first black President of his country. He was in charge for five years and established a programme of national reconciliation between all races in what came to be called 'the Rainbow Nation'. He was a prominent figure on the international political stage where he defended human rights and acted as a mediator in many cases, like the Kashmir conflict between India and Pakistan, or the ethnic conflict between Tutsi and Hutu.

Soluzioni: Risposte personali.

2 ➜ In presenza / modalità sincrona DDI

Chiedere agli studenti se praticano qualche sport e se hanno sperimentato alcuni degli otto benefici elencati qui. Invitarli a dare esempi concreti tratti dalla loro esperienza, esprimendosi in inglese.

3 ➜ In presenza / modalità sincrona DDI

Far svolgere l'esercizio di lessico e far registrare le parole nel quaderno dei vocaboli.

Soluzioni: 1 f; **2** b; **3** h; **4** g; **5** d; **6** c; **7** a; **8** e

READING

4 ➜ In presenza / modalità sincrona DDI

Gli studenti discutono brevemente se si può fare dello sport nella zona dove abitano o se devono spostarsi per raggiungere centri sportivi.

5 ➜ In presenza / modalità sincrona DDI

Far leggere l'articolo e far controllare la traduzione delle parole del *Glossary* o altre parole sconosciute. Invitare gli studenti a sottolineare i nomi dei paesi menzionati.
Audio script 044: vedi Student's Book es. 5

Soluzioni: Afghanistan, Jordan, Cambodia and South Africa; Palestine, Sweden

6 ➜ Modalità asincrona DDI

Assicurarsi che gli studenti correggano le affermazioni false, oralmente o per iscritto.

Soluzioni:
1 F (It is an international non-profit organisation.)
2 F (All young people go to Skate Schools, not only girls.)
3 T (Students also study and learn life skills.)
4 F (You don't need special equipment.)
5 T
6 T

7 ➜ In presenza / modalità sincrona DDI

CRITICAL THINKING

Soluzioni:
1 Risposte personali.
2 Jade's role model is Bebe Vio because she is very determined and positive and she has a good sense of humour. Dan's role model is LeBron James because he is a fantastic basketball player and he always tries to improve his game. He is also generous and helps people in difficulty. He also has his own charity.
3-4 Risposte personali.

WRITING

8 ➜ Modalità asincrona DDI

Discutere quali sono i personaggi sportivi preferiti dagli studenti e suggerire di trovare informazioni specifiche online. Poi assegnare il lavoro scritto come compito a casa.

Soluzioni: Risposte personali.

DIGITAL COMPETENCES ➜ Modalità asincrona DDI

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.

CULTURE NOTE

Learning to Skateboard in a Warzone (If You're a girl) is a 2019 short documentary film which follows a class of girls at a Skateistan Skate School (in Kabul in Afghanistan at that time).
The girls, all from poor areas, study and learn to skateboard, which helps them to learn useful life skills for the future, and have more courage. The film won several awards, including an Oscar and a BAFTA.

Unit 4 DAY TO DAY

p. 52

OBJECTIVES

Communicative competences
Talking about daily routines
Talking about actions in progress and in the future
Making arrangements

Grammar
Prepositions of time
Present continuous
Present continuous vs Present simple
Present continuous and Present simple: future

Vocabulary
Daily routine
School subjects

Reading
My life in the Arctic
Three unusual schools
Flying high

Listening
An American student talking about a school in Wales
Arranging to meet in town (video)
Teenagers talking about school and free time (video)

Speaking
Talking about routine
Describing photos
Talking about school subjects
Discussing the pros and cons of different schools
Making arrangements
Debating why teens leave school

Writing
Writing about your daily routine
Writing about your school
Writing about plans for the weekend

Global Goals
4 Quality education

Critical thinking
Education and dreams for the future

Digital competences
Searching online for quotes about education

Pronunciation
Word stress

1 → In presenza / modalità sincrona DDI

THINK Indicare la posizione delle isole Svalbard nel Mar Glaciale Artico sulla mappa del libro o su una carta geografica. Fare un rapido brainstorming sulle condizioni di vita in questa regione.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI VIDEO

Gli studenti guardano il video e rispondono alla domanda.
Audio script 045: vedi Student’s Book es. 2

Soluzioni:
Because of her parents’ jobs. They are scientists.

3 → In presenza / modalità sincrona DDI

Gli studenti rileggono il testo e rispondono alle domande oralmente o per iscritto.

Soluzioni:
1 In summer the sun never sets and in winter it’s dark all the time.
2 Because polar bears come into town.
3 She learns things like how to fish and how to survive an avalanche.
4 Because she can’t go out much in the winter.
5 They do sport and go to the cinema.
6 She misses her friends, and shopping.

4 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 4

Assegnare 5-6 minuti per il lavoro orale a coppie.
Poi chiamare alcune coppie a condividere le loro idee con la classe.

Soluzioni:
1 She stays at home more in winter. She doesn’t go shopping or to cinemas. Her friends are from different countries.
2 The summer, the Northern Lights and reindeer.
3 Risposte personali.

Vocabulary

p. 53

Daily routine

5 → Modalità asincrona DDI

Gli studenti svolgono l’esercizio e controllano le risposte nella registrazione.

Audio script e soluzioni 046

1 wake up; **2** get dressed; **3** have breakfast; **4** brush my teeth; **5** get home; **6** do my homework; **7** have dinner; **8** go to bed; **9** have a shower

Extra activity → Modalità asincrona DDI
Write the actions in the order you do them.
Include the actions which are not in the photos.

Word Work

6 → In presenza / modalità sincrona DDI

Far notare i due usi del verbo ***have*** nelle espressioni evidenziate sotto le foto. Gli studenti scrivono il verbo corretto accanto alle parole 1–8.

Chiedere agli studenti di dedicare una sezione del quaderno dei vocaboli alle espressioni in cui *have* non indica possesso, per esempio, *have breakfast/lunch/dinner/a snack/a break, have a bath/a shower, have a rest* ecc.

Soluzioni:
1 have; **2** have; **3** have; **4** do; **5** get; **6** do; **7** get; **8** get

7 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 1, Trinity Speaking Grade 3** (Describing daily routines and times)

Gli studenti lavorano a coppie dicendo a che ora svolgono le azioni della loro routine abituale.

Soluzioni: Risposte personali.

Grammar

p. 53

Prepositions of time VIDEO DEAFLIX

8 → **Modalità asincrona** DDI

Gli studenti guardano il video e completano le regole con le preposizioni corrette.

Grammar Goals p. 152 → **Studio autonomo**

Soluzioni: **1** at; **2** in; **3** on

9 → **In presenza** / **modalità sincrona** DDI

Soluzioni: **1** in, before; **2** at, in; **3** on, after; **4** on, at; **5** at, in; **6** on, in

10 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 3** (Free time; Daily routine)

Soluzioni: Risposte personali.

FINISHED? → **In presenza** / **modalità sincrona** DDI

Soluzioni: Risposte personali.

Grammar in context

p. 54

1 → **In presenza** / **modalità sincrona** DDI

Audio script 047: vedi Student's Book es. 1

Soluzioni: Jack can't do his History homework.

Present continuous VIDEO DEAFLIX

2 → **Modalità asincrona** DDI

Grammar Goals p. 152 → **Studio autonomo**

Soluzioni:
1 actions in progress now or in this time period

3 → **In presenza** / **modalità sincrona** DDI

Soluzioni: **1** 's brushing; **2** are you having; **3** 's sleeping; **4** 'm not using; **5** isn't doing; **6** are you crying; **7** aren't listening; **8** Are they winning

Present continuous vs Present simple

VIDEO DEAFLIX → **Modalità asincrona** DDI

Grammar Goals p. 153 → **Studio autonomo**

4 → **In presenza** / **modalità sincrona** DDI

Soluzioni: **1** seems; **2** want; **3** are spending; **4** lives; **5** aren't staying **6** 's working; **7** think; **8** 's; **9** rains; **10** 's shining; **11** are walking; **12** aren't swimming

5 → **In presenza** / **modalità sincrona** DDI

Gli studenti a coppie si rivolgono domande con i verbi elencati e rispondono descrivendo le azioni in corso che vedono nella foto.

SPEAKING **Preliminary Speaking Part 2**

Soluzioni possibili: Joe is smiling. He is opening a drink / can. Kyle and Emma are sitting down. They are listening to the music and chatting to Tina and Joe. Ella and Sam are playing musical instruments. Ella is standing (up) and Sam is sitting (down).

Vocabulary & Listening

p. 55

School subjects VIDEO

1 → **Modalità asincrona** DDI

Gli studenti guardano il video e svolgono l'esercizio.

Audio script e soluzioni 048

1 Maths; **2** D&T (Design and Technology); **3** Biology; **4** PE (Physical Education); **5** Geography; **6** Music; **7** History; **8** Art and Design

Four missing subjects: Physics, Chemistry, Computer Science, Foreign Languages

2 → **In presenza** / **modalità sincrona** DDI

Audio script 049

1 Teacher OK, what's the capital of Australia?
Boy Sydney?
Teacher Well, that's a good try. A lot of people think that ... but it's Canberra. Look, it's right here on the map, and …
2 Teacher OK, that's nice, but you aren't relaxed when you're playing. Can you play it again, from the beginning? But this time, relax more.
Girl Right.
3 Teacher Now which tense do we use here, Chun-Ye? The Present simple or the Present continuous?
Chun-Ye Uhm ... the Present continuous?
Teacher Great. Well done!
4 Teacher So methane gas is C – H –4. What does that mean?

Girl I know… it's got one carbon atom and 4 hydrogen atoms.
Teacher That's right, Joanna. Now, how about carbon dioxide, or C –O–2?
5 Girl Do you like my drawing?
Boy Yes, I do. That's really good. The fruit looks so realistic. Go and show the teacher. I can't finish my drawing at all.
6 Teacher 12.4 seconds, Simon. Very good! You're running really fast.
Boy Thanks.
7 Teacher Now, imagine you're living in Britain in the year 793 AD … and one day the Vikings arrive. Between 793 and 1066, the Vikings …
8 Teacher OK, so that's all Galileo Galilei's work about the force of gravity. Next week we're looking at Isaac Newton and Albert Einstein's ideas about gravity. Before then, for homework, please read pages 42-43 and …

Soluzioni: **1** Geography; **2** Music; **3** Foreign Languages; **4** Chemistry; **5** Art and Design; **6** PE; **7** History; **8** Physics

3 ➜ In presenza / modalità sincrona DDI

Audio script 050

José Hello?
Britney Hi José. It's Britney.
José Hey Britney!
Britney What time is it in the UK?
José It's ten in the evening.
Britney Oh sorry, I guess you're going to bed then.
José No, no it's OK. I don't get up early because school here starts at ten to nine.
Britney You're so lucky! I hate starting at 8 am. So, how's your exchange programme going in Wales?
José It's going really well. I'm having a great time here, but it's very different to California.
Britney I'm sure.
José For a start, it's very green because it rains a lot, like all the time! It's raining now, in fact.
Britney What's your host family like?
José They're really nice and friendly. They speak English and Welsh, so I'm learning a little Welsh too. *Bore da*!
Britney What's that?
José That's Good morning in Welsh – *Bore da*!
Britney Cool. You're good at foreign languages.
José Usually, but I'm having problems with Welsh! It's really difficult!
Britney What subjects are you studying at school?
José The usual things, like Maths, English Literature, you know. All the schools here teach the same main subjects. Then you can study other things too. My favourite subject is Computer Science, you know, programming and cyber security and things.
Britney Oh sounds good. So, are you in any sports teams over there, or are you having a break from sport?
José No, I'm doing lots of different sports, and I'm learning to play rugby. We're playing a match on Saturday.
Britney Do you go to school on Saturday?
José No, we don't. We just play sports matches.
Britney Oh, right. Thanks for your photos, by the way. I like the one of you in your school uniform. Do lots of people over there wear uniforms at school?
José Yes, they wear a uniform in most schools here. It's not like in American high schools. And it's quick and easy to get dressed in the morning! Anyway, tell me…

Soluzioni: They mention the time, the weather, sport, foreign languages and clothes.

4 ➜ In presenza / modalità sincrona DDI

Preliminary Listening Part 3

Soluzioni: **1** 8.50; **2** family/host family/Welsh family; **3** Welsh; **4** Computer Science; **5** rugby; **6** a uniform

5 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (School)

Soluzioni: Risposte personali.

FINISHED? ➜ In presenza / modalità sincrona DDI

Soluzioni: Risposte personali.

Reading

p. 56

Three unusual schools

1 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti osservano le foto delle tre scuole e decidono che cosa c'è di speciale in ciascuna.

Soluzioni possibili:
In the first photo, students are working in a group on a technology project. In the second photo, students are sitting informally and participating in a friendly conversation / discussion.
In the third photo, we can see a school built according to ecological principles in the middle of the Indonesian forest. None of these photos show students' or teacher's desks, blackboards or whiteboards.

2 ➜ Modalità asincrona DDI

Leggere il testo e ascoltare la registrazione. Gli studenti controllano le loro risposte all'esercizio 1.

Audio script 051: vedi Student's Book es. 2

Soluzioni:
School 1 Liverpool. It's unusual because you study lots of extra subjects.
School 2 New York. It's unusual because it doesn't have a set syllabus. Students and teachers decide

together what to study. They also go on a free school trip every Friday.
School 3 Bali, Indonesia. It's unusual because it's eco-friendly and lessons are in huts.

Word Work

3 → Modalità asincrona DDI

Gli studenti esplorano il linguaggio usato nelle descrizioni delle tre scuole.

Soluzioni:
Places: canteen, classroom, computer room, gym, office, science lab
Activities, lessons and skills: animation, coding, collaboration, initiative, meeting, responsibility, robotics, school trip, tests

Study Skill → In presenza / modalità sincrona DDI

Se gli studenti non hanno familiarità con le tecniche di lettura (*scanning, skimming, detailed reading*), incominciare con la tecnica dello *scanning* che permette loro di trovare informazioni specifiche, scorrendo rapidamente il testo alla ricerca di una parola o un concetto.

4 → Modalità asincrona DDI

INVALSI Reading multiple matching

Gli studenti scorrono rapidamente i tre testi e decidono in quale si trova ciascuna informazione.

Soluzioni:
1 The Brooklyn Free School
2 The Green School
3 The Brooklyn Free School
4 The Studio
5 The Studio and The Green School
6 The Brooklyn Free School and The Green School

5 → In presenza / modalità sincrona DDI

Preliminary Reading Part 2

Far leggere le informazioni sui quattro studenti e far suggerire la scuola più adatta a ciascuno.

Soluzioni:
1 Jessica – The Brooklyn Free School
2 Robert – The Studio
3 Luca – The Green School
4 Maya – The Studio

6 → In presenza / modalità sincrona DDI

DISCUSS **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (School)

Gli studenti possono rileggere rapidamente l'articolo prima di discutere le domande a coppie.

Soluzioni: Risposte personali.

Grammar

p. 57

Present continuous and Present simple: future VIDEO DEAFLIX

7 → Modalità asincrona DDI

Gli studenti sottolineano le espressioni che esprimono un evento futuro. Imparano a distinguere tra un evento futuro già programmato (Present continuous) e qualcosa che avviene a un orario prestabilito (Present simple).

Grammar Goals p. 153 → Studio autonomo

Soluzioni:
We're presenting it to the class next week.
On Monday, we're going on a school trip.
The school bus leaves at 8.00 tomorrow morning.

8 → In presenza / modalità sincrona DDI

Far leggere il messaggio ad alta voce. Poi gli studenti svolgono l'esercizio individualmente o a coppie.

Soluzioni:
1 What are Anna and Jenny doing tomorrow morning?
2 Where are they having lunch?
3 Who is coming to the cinema with them?
4 Are they going to see a comedy?
5 What time does the film start?
6 Are they getting the bus to the cinema?
7 Where are they going on Monday?
8 What time does the bus leave on Monday?

9 → In presenza / modalità sincrona DDI

SPEAKING **Trinity Speaking Grade 5** (Talking about the future)

Soluzioni:
Le domande sono nell'esercizio 8. Le risposte sono:
1 They're planning their school project.
2 They're having lunch at Jenny's house / at home.
3 Ethan is coming to the cinema with them.
4 No, they're going to see a horror film.
5 The film starts at 4 pm.
6 No, they're walking to the cinema.
7 They're going to Cardiff.
8 It leaves at 9 am.

***FINISHED?* → In presenza / modalità sincrona DDI**

Gli studenti scrivono sei frasi sui loro piani per il weekend.

Soluzioni: Risposte personali.

Communication

p. 58

Making arrangements VIDEO

1 → In presenza / modalità sincrona DDI

Gli studenti guardano il video e svolgono l'esercizio.

Soluzioni:
1 He's doing his homework and his cousin is arriving.
2 They decide to go for an ice cream.
3 They arrange to meet at 2 pm.

2 → In presenza / modalità sincrona DDI

Gli studenti completano il dialogo e riguardano il video.

Audio script 052

Ryan Hey Leia! What are you up to?
Leia Nothing much, but I'm going into town with Zoe after school to have a look at the shops. Do you want to come with us?
Ryan Sorry, I can't. I'm busy this afternoon – I'm doing my homework and then later, my cousin Liam is arriving from Liverpool for the weekend. But let's meet tomorrow. Then you can meet him.
Leia Great, I'd love to! Why don't we go for a burger at lunchtime?
Ryan I'd rather meet for an ice cream in the afternoon. How about meeting at three?
Leia OK. Where?
Ryan Shall we meet at Vinnie's?
Leia Mmm… I don't really like Vinnie's. There are always too many people there.
Ryan Alright then. What about that new place in North Street – The Ice Cream Company? The guys in my class say it's really good. They've got an amazing chocolate cookie flavour.
Leia Brilliant! See you there ... by the way, is Liam good-looking?
Ryan Leia!

Soluzioni: 1 town; **2** homework; **3** tomorrow; **4** burger; **5** three; **6** people; **7** place; **8** class

Key Expressions → In presenza / modalità sincrona DDI

Far leggere attentamente le espressioni usate per suggerire di fare qualcosa e per accettare o rifiutare. Chiedere agli studenti come le esprimerebbero in italiano.

3 → In presenza / modalità sincrona DDI

Gli studenti si esercitano a usare le *Key Expressions*. Invitare alcune coppie a leggere i mini-dialoghi ad alta voce per verificare se le risposte sono corrette e se usano l'intonazione giusta.

Soluzioni: 1 Do you want to: **2** busy; **3** Let's; **4** How about / What about; **5** shall we; **6** don't we; **7** rather; **8** How about / What about

4 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 3, Trinity Speaking Grade 7 (Making suggestions)

Dopo l'esercitazione, invitare alcune coppie a recitare i loro mini-dialoghi alla classe.

Soluzioni: Risposte personali.

5 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 3, Trinity Speaking Grades 5 & 7 (Giving reasons; Making suggestions)

A coppie gli studenti organizzano di fare qualcosa insieme. Assicurarsi che usino le *Key Expressions*.

Soluzioni: Risposte personali.

FINISHED? **→ In presenza / modalità sincrona DDI**

Gli studenti scrivono il dialogo che hanno fatto nell'esercizio 5.

Soluzioni: Risposte personali.

Teen Talk

p. 59

School and free time VIDEO

1 → In presenza / modalità sincrona DDI

I video Teen Talk consistono in brevi video-interviste per strada a una serie di adolescenti britannici. I ragazzi rispondono a sei domande legate ai temi delle due unità precedenti. Ogni video ha una durata di 4-5 minuti circa. Per aiutare nella visione e nella comprensione, è possibile fare ricorso ai sottotitoli.

Prima di vedere il video, leggere le parole dell'esercizio 1. Se necessario, verificare che tutte le parole siano conosciute.

Video script

1 What time does your school start and finish every day?
Shelby My school usually starts at quarter to nine and we have about an hour and a quarter lunch, and then we finish at three o'clock.
Adam We start at ten o'clock, we have lunch at one o'clock and we finish at five o'clock.
Morena School starts at nine and it finishes at half three.
Shyanne My school starts at 8.25 in the morning and finishes at 3.15 in the afternoon.
Oscar My school starts at nine o'clock and it finishes at 3.30.
Esther My school starts at 10.00 am and finishes at 5.00 pm.
Daniel My school starts at quarter to nine and usually finishes at 3.00 pm.
2 What do you like and what don't you like about your school?
Jessica I really love who I study and who I work with, I've made loads of really good friends at my school, and what I don't like is the food in the canteen.
Adam I really like the course that I'm doing, which is Computer Science and I really… one thing I really don't like is that I have to wake up early in the morning.
Courtney I like that there is loads of diversity and opportunities.
Shyanne I like learning lots of different subjects at

school and getting to see my friends, but I don't like how long the lessons are.
Morena What I like about my school is the sense of community, and what I don't like is how early it starts.
Oscar I like spending time with my friends at school. I don't really like homework.
3 Do you do any sports? Which ones?
Esther I sometimes play netball and football. I also do cheerleading.
Bradley I do not do any sports because I'm just not a big fan of sports.
Oscar I do play sport. I play rugby.
Shelby I do do some sports. I usually play netball.
Courtney I occasionally play netball, but that's it.
Adam Yes, one of the sports I do is go to the gym.
4 What do you do in your free time?
Bradley In my free time I normally stay at home and play on my games cos I don't like going out that much.
Morena In my free time I usually write songs or just play around on the piano.
Adam In my free time I like to go to the gym or I like to go exploring in London.
Daniel Really, I just like to read.
Courtney I do dance in my free time.
Shelby In my free time I like to draw and cook and mostly spend time with my family.
Shyanne In my free time I like to dance.
Oscar In my free time I tend to play guitar most.
Jessica In my free time I love to see my friends and go to the cinema or go to the park.
5 What kind of music do you like?
Amber The music I like varies from rock and roll to country and western to pop, so anything really.
Adam Some of the music that I like is hip hop, pop and dance music.
Jack Music I like… I like things like garage and rock.
Esther I really like listening to alternative music, but I don't really like grunge.
Morena I'm really into R&B, soul and pop music.
6 Who's your favourite singer or band? Why?
Oscar My favourite band would be The Beatles.
Jessica My favourite singer is Harry Styles.
Shelby My favourite band or singer is probably Selena Gomez.
Shyanne My favourite singer is Harry Styles.
Courtney My favourite singer probably is Justin Bieber.
Adam My favourite singer is Pop Smoke and he's from America, in New York and I really like his creativity.
Morena I'd probably say my favourite singer is Adele and favourite band Coldplay, because Adele – she has an amazing voice.
Bradley My favourite singer is Ariana Grande because I really enjoy her music and I enjoy … enjoy it.

Soluzioni:
lunch ✓
evening
friends ✓
Geography
lessons ✓
community ✓
volleyball
cheerleading ✓
dance ✓
rap
cinema ✓
grunge ✓

2 ➜ **In presenza / modalità sincrona DDI**

Far vedere il video una seconda volta per svolgere l'esercizio 2, che richiede una comprensione più puntuale. Prima dell'inizio del video, leggere tutte le domande. Ricordare agli studenti di usare il *video glossary* in fondo alla pagina per avere un aiuto con le parole difficili.

Affermative **do**: nell'inglese parlato, a volte si aggiunge l'ausiliare **do** davanti al verbo principale alla forma affermativa per dare enfasi a un'azione affermativa/rafforzare una risposta affermativa. Quando si usa **do** in questo modo, si pronuncia con più enfasi. Per esempio: Yes, I *do* know the answer.

Per l'uso di **like** + **to**, vedi Workbook Unit 3 Grammar Goals.

Soluzioni:
1 Adam, Esther; **2** Courtney; **3** Oscar; **4** Bradley; **5** Adam; **6** Morena; **7** Shelby; **8** Amber, Jack; **9** Jessica, Shyanne; **10** Morena

3 ➜ **In presenza / modalità sincrona DDI**

DISCUSS Preliminary Speaking Part 4, Trinity Speaking Grade 4 (School)

A coppie, gli studenti si fanno le domande e rispondo in maniera personale. È possibile poi raccogliere le domande e creare una statistica della classe per vedere se ci sono risposte che accomunano più studenti e in che quantità.

Soluzioni: Risposte personali.

Global Goals

p. 60

Educazione civica

4 Quality Education

4 Quality Education (Istruzione di Qualità): l'obiettivo è quello di incrementare l'accesso all'istruzione e i livelli di iscrizione nelle scuole, soprattutto per donne e ragazze. Il livello base di alfabetizzazione è migliorato in maniera significativa, ma è necessario raddoppiare gli sforzi per ottenere risultati ancora migliori verso il raggiungimento degli obiettivi per l'istruzione universale. Per esempio, a livello mondiale è stata raggiunta l'uguaglianza tra bambine e bambini nell'istruzione primaria, ma pochi paesi hanno raggiunto questo risultato a tutti i livelli educativi.

1 ➜ **In presenza / modalità sincrona DDI**

DEBATE Far leggere le statistiche europee sull'abbandono precoce della scuola e aiutare gli studenti a rispondere alle domande.

Soluzioni:
1 Spain has the highest number, Croatia has the lowest.
2 Italy is above the European average. The UK is average.

3 More boys leave school early.
4-5 Risposte personali.

2 → In presenza / modalità sincrona DDI

Far leggere attentamente la mind map che illustra le cause dell'abbandono scolastico. Chiedere agli studenti: *Are these good reasons for leaving school? Have you experienced any of these problems?*
Do you think everybody should be helped to continue attending school? At what age does compulsory schooling finish in Italy? Do you think it's right or should it be raised to 18?
Raccogliere le idee della classe.

READING

3 → In presenza / modalità sincrona DDI

Gli studenti discutono quali sono le motivazioni per continuare a studiare nonostante le difficoltà.

Soluzioni possibili:
Young people may want to gain a qualification to have better chances for employment, better salaries and a better career. They may want to develop their skills, their experience and knowledge; they may simply want to learn for their enjoyment and interest.

4 → In presenza / modalità sincrona DDI

Gli studenti ascoltano e leggono l'articolo e rispondono alla domanda.
Audio script 053: vedi Student's Book es. 4

Soluzioni:
She is from Rwanda and she's inspired by Esther Mbabazi, the first woman in Rwanda to become an airline pilot.

5 → Modalità asincrona DDI

Gli studenti rileggono l'articolo con la tecnica dello scanning per scegliere le risposte corrette.

Soluzioni: 1 B; **2** C; **3** D; **4** C

6 → In presenza / modalità sincrona DDI

CRITICAL THINKING

Soluzioni:
1-2 Risposte personali. **3** Risposta possibile: Schools play an important role in student motivation. The size of the classes, methods of grouping students, schedules, and general atmosphere of the school environment can all have an effect on motivation. Teachers can motivate students by the way they teach, the assignments and tests they give, and the classroom atmosphere. **4** Risposta possibile: For example, Oprah Winfrey, is an American billionaire born in 1954. She was born to a teenage single mother in Mississippi and lived in a house without running water or electricity. She worked very hard to enter the world of media. In 1986, she started 'The Oprah Winfrey Show,' which ended in 2011. She said: 'You don't become what you want, you become what you believe.' Another example is J K Rowling. Before the *Harry Potter* books made her the world's highest-paid author, she was a struggling single parent. 'I remember 20 years ago not eating so my daughter would eat,' she said in an interview in 2013. She became a billionaire. **5** Risposte personali.

WRITING

7 → Modalità asincrona DDI

Aiutare gli studenti a scrivere una traccia in classe seguendo le indicazioni per ogni paragrafo. Poi assegnare il lavoro scritto come compito a casa.

Soluzioni: Risposte personali.

DIGITAL COMPETENCES → Modalità asincrona DDI

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.

Soluzioni:
Possible quotes:
'An investment in knowledge pays the best interest.' Benjamin Franklin
'Education is the most powerful weapon which you can use to change the world.' Nelson Mandela
'Education is the passport to the future, for tomorrow belongs to those who prepare for it today.' Malcolm X

Listening & Life Skills 3-4 p. 62

Time management

OBJECTIVES

Communicative competences
Understanding the concept of time management

Listening
Advice for time management

Reading
Manage your time

Speaking
Discussing your personal time management

1 THINK → In presenza / modalità sincrona DDI

Gli studenti rispondono al quiz individualmente, poi discutono a coppie.

Soluzioni: Risposte personali.

2 DISCUSS → In presenza / modalità sincrona DDI

Trinity Speaking Grade 7 (Making suggestions)
Gli studenti leggono i problemi di quattro ragazzi e

discutono a coppie come li affronterebbero. Poi danno i loro consigli usando la forma imperativa.

Soluzioni: Risposte personali.

3 ➜ In presenza / modalità sincrona DDI

Audio script 054

Presenter The subject of today's programme is time management, and Dr Diane Burton is helping our listeners with their time management problems. Now, Diane, our first message is from Natalie in Bradford. She says that she's really tired at school.
Dr Burton Well, when you're tired, you can't concentrate on your school work, and you don't feel in control. What time do you go to bed, Natalie? We need eight hours of sleep every night. … And I mean 'good' sleep. So when you go to bed, turn off your phone – and don't check your messages.
Presenter Right, now the next message is from David, in Port Talbot. He's got a time problem: he's got swimming, his PE teacher wants him in the football team, and now his friends want him to be in a band.
Dr Burton Well, David, think about this question: 'What do *you* really want to do?' Then prioritise those things. Be realistic about the time you have and make choices – don't feel under pressure. You can say no if you haven't got time. If you really want to play in a band, then do it. But then maybe you can't do something else.
Presenter Great. Now ... Fran from Leeds revises the night before exams, but she can't do everything in time, or she doesn't get very good marks.
Dr Burton Lots of students only study the night before an exam. But in general, it isn't a good idea. Start revising early, and plan your revision. Dedicate sufficient time to each subject. Don't try to do it all at the last minute.
Presenter Right. Now, Rory from Aberdeen does his homework, but sometimes leaves it at home because he's always in a hurry in the mornings and he can't find it in his room. And then his teacher doesn't believe him.
Dr Burton Yes, teachers never believe that, even when it's true! Prepare your school bag the evening before. Also, is your room tidy, Rory? It's easy to lose things in an untidy room – especially when you're in a hurry, and you haven't got time to look.
Presenter True. Thanks Diane. Now, let's talk about ...

Soluzioni: Risposte personali.

4 ➜ In presenza / modalità sincrona DDI

INVALSI Listening completing sentences

Gli studenti leggono le frasi incomplete, riascoltano l'esperta e identificano le informazioni mancanti.

Soluzioni: 1 eight hours, **2** want (to do), **3** the time, **4** a good idea, **5** at the last minute, **6** the evening before

5 ➜ In presenza / modalità sincrona DDI

DISCUSS **Trinity Speaking Grade 6** (Expressing and requesting opinions and impressions)

Gli studenti leggono i suggerimenti e segnano quelli che già seguono. Poi discutono a coppie la loro risposta alle due domande.

Soluzioni: Risposte personali.

Spotlight on Culture 3-4

p. 63

Fair play

OBJECTIVES

Communicative competences
Understanding and discussing the concept of fair play

Reading
Fair play. A history timeline: football and fair play

Speaking
Discussing sports in the UK and in Italy

1 ➜ In presenza / modalita sincrona DDI

THINK

Soluzioni:
Risposte personali. Risposte possibili: Fair play means playing correctly, being honest, and respecting the rules and other players.

2 ➜ Modalita asincrona DDI

Audio script 055: vedi Student's Book es. 2

Soluzioni:

1 F (It means respecting the rules, other players, the referee and the fans.)
2 F (They are credited with inventing several sports and writing the modern rules for others.)
3 T
4 F (It is popular in elite schools like Eton.)
5 F (In 1888.)
6 T

3 ➜ In presenza / modalita sincrona DDI

SPEAKING

Soluzioni: Risposte personali. **2** Risposte possibili: football, basketball, volleyball, cycling, skiing, motor sports (Formula **1** and Moto GP), tennis, rugby, athletics, swimming, martial arts

Extra activity ➜ Modalita asincrona DDI

Write a list of all the sports mentioned on this page, then do some research online to find out when and where they were first played and which ones are also Olympic sports.

Extra activity → Modalita asincrona DDI
Write questions for a sportsperson of your choice. Ask them about their daily routine, their free-time activities and their likes and dislikes. Then try to answer the questions as if you were that person.

Summative Revision 3-4

p. 64

OBJECTIVES

Revising vocabulary
Free-time activities
Sports

Revising grammar
Present simple
Adverbs and expressions of frequency
Prepositions of time
Present continuous

1 → Studio autonomo

Soluzioni:
1 d; **2** h; **3** g; **4** c; **5** b; **6** e; **7** a; **8** f

2 → Studio autonomo

Soluzioni:
1 get; **2** have; **3** have; **4** get; **5** do; **6** go

3 → Studio autonomo

Soluzioni:
1 PE; **2** Geography; **3** Foreign Languages; **4** History; **5** Art/Art & Design; **6** Computer Science

4 → Studio autonomo

Soluzioni:
1 wake up; **2** get up; **3** doesn’t like; **4** stays; **5** has; **6** plays; **7** watches; **8** don’t play; **9** do; **10** love

5 → Studio autonomo

Soluzioni:
1 We play basketball three times a week.
2 Eddie usually listens to music in the evening.
3 How often do you go to dance classes?
4 I hardly ever get up early on Sunday mornings.
5 Ben is never late for class.

6 → Studio autonomo

Soluzioni:
1 in; **2** on; **3** after; **4** at; **5** before

7 → Studio autonomo

Soluzioni:
1 ’s/is studying; **2** ’s/is staying; **3** ’s/is having; **4** ’m/am reading; **5** Are you coming; **6** aren’t going

8 → Studio autonomo

Soluzioni:
1 enjoy; **2** stand; **3** about; **4** quite; **5** want; **6** rather; **7** beach; **8** visiting; **9** love; **10** do

9 → Studio autonomo

Soluzioni:
1 How often do you play sport?
2 What historical period are you studying at the moment?
3 Is Ethan going swimming this weekend?
4 What time do they usually go to bed?
5 Where are we meeting tomorrow evening?
6 What does Erika enjoy doing in her free time?
7 What time do you get up on Saturday mornings?
8 Is Noah doing his homework or revising for an exam?

10 → Studio autonomo

Soluzioni:
a 5; **b** 4; **c** 3; **d** 1; **e** 6; **f** 8; **g** 7; **h** 2

11 → Studio autonomo

Soluzioni:
1 Janice is always late.
2 We have lunch in the school canteen.
3 Nat finishes school at 4 o’clock.
4 Freya goes running every morning.
5 David and Tony are going to the beach next weekend.

12 → Studio autonomo

Soluzioni:
1 doesn’t want; **2** have; **3** can’t; **4** Is Drew; **5** are planning; **6** don’t like; **7** playing; **8** Has Casey got; **9** doesn’t have; **10** Are Amber and Ollie going; **11** studying; **12** does Kylie do

13 → Studio autonomo

Soluzioni:
1 a; **2** c; **3** b; **4** c; **5** a; **6** c; **7** b; **8** a; **9** b; **10** a

Unit 5 EAT WELL, LIVE WELL

p. 66

OBJECTIVES

Communicative competences
Talking about food and drink
Talking about quantities
Talking about diet
Ordering food

Grammar
Countable and uncountable nouns
some and *any* (2)
How much, How many…?
a lot of/lots of, (not) much/many, a little/a few, no too much/too many, too little/too few, (not) enough

Vocabulary
Food and drink
Portions and containers

Reading
Global street food – my top 5
Food, drink and tennis
What's her secret?
Three short conversations about ordering food
The original green chef

Listening
An interview with an ultramarathon runner
Ordering food (video)
A radio programme about healthy eating

Speaking
Talking about street food
Talking about what you usually eat
Talking about quantities
Discussing ultramarathon running
Discussing different types of diet
Ordering food from a menu

Writing
Writing sentences with expressions of quantity
Writing a dialogue in a café or a restaurant
Writing about food waste and a recipe with leftovers

Global Goals
2 Zero Hunger
12 Responsible Consumption and Production

Critical thinking
Eating local food and reducing food waste

Digital competences
Watching a TEDTalk on the work of ActNow Climate Campaign

Pronunciation
eat /iː/, *drink* /ɪ/

1 → **In presenza** / **modalità sincrona** DDI

THINK Gli studenti pensano al significato dell'espressione *street food* (cibo cucinato e venduto su bancarelle per la strada) e a esempi di cibo di strada in Italia.

Soluzioni: Risposte personali.

2 → **In presenza** / **modalità sincrona** DDI VIDEO

Gli studenti guardano il video e rispondono alla domanda.

Audio script 056: vedi Student's Book es. 2

Soluzioni: Risposte personali.

3 → **In presenza** / **modalità sincrona** DDI

Gli studenti rileggono il testo e rispondono alle domande oralmente o per iscritto.

Soluzioni:
1 It's spicy, not sweet.
2 With fish, or sweet with some fruit.
3 They have peppers and onions.
4 He recommends the red bean ice cream.
5 A weekly street food event in Birmingham.
6 He drinks lassi, a sweet yoghurt drink.

4 → **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Food)

Assegnare 5-6 minuti per il lavoro orale a coppie.
Poi chiamare alcune coppie a condividere le loro idee con la classe.

Soluzioni: Risposte personali.

Vocabulary

p. 67

Food and drink VIDEO

5 → **Modalità asincrona** DDI

Gli studenti osservano la lista di parole e le abbinano alle foto. Poi ascoltano l'audio per il controllo delle risposte.

Audio script e soluzioni 057

1 onions; **2** beans; **3** cheese; **4** peppers; **5** peas; **6** octopus; **7** tomatoes; **8** rice; **9** eggs; **10** courgettes; **11** fizzy drink; **12** biscuits; **13** bread; **14** peaches; **15** chicken; **16** ham; **17** fruit juice; **18** tuna

Extra activity → **In presenza** / **modalità sincrona** DDI

Circle the food and drink you like and mark with a cross the ones you don't like. Then write two lists: ***I like … I don't like…***

A conclusione dell'attività chiamare alcuni studenti a riferire alla classe le loro preferenze alimentari.

6 → In presenza / modalità sincrona DDI

Gli studenti leggono le descrizioni e identificano gli alimenti.

Soluzioni: 1 onions; **2** cheese; **3** peas; **4** milk; **5** peach

Grammar

p. 67

Countable and uncountable nouns; *some* and *any* (2) VIDEO DEAFLIX

7 → Modalità asincrona DDI

Gli studenti guardano il video e completano la regola. Chiedere loro a che cosa corrispondono in italiano *some* e *any* (a qualche, alcuni/e o ai partitivi del, della, dei, delle, ecc.).

Grammar Goals p. 162 → Studio autonomo

Soluzioni: 1 some; **2** any

8 → In presenza / modalità sincrona DDI

Soluzioni: 1 some, any; **2** any, a; **3** any, some; **4** an; **5** a, a; **6** some, an

9 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 4, Trinity Speaking Grades 3 & 4 (Describing routines; Food)

Svolgendo il lavoro a coppie, gli studenti riflettono sulla loro alimentazione e la confrontano con quella del compagno.

Soluzioni: Risposte personali.

Grammar in context

p. 68

1 → In presenza / modalità sincrona DDI

Audio script 058: Student's Book es. 1.

Soluzioni:
39,000 – visitors every day
3,000 – chefs and waiters at the championships
34,500 – litres of milk

CULTURE NOTE

Wimbledon Championships is a major tennis tournament. It lasts for two weeks (usually the last week in June and the first week in July) and takes place at the headquarters of the All England Lawn Tennis and Croquet Club in the London suburb of Wimbledon.

How much, How many…?

2 → Modalità asincrona DDI

Gli studenti guardano il video e completano la regola sull'uso di *How much*, *How many*.

Grammar Goals p. 162 → Studio autonomo

Soluzioni: 1 uncountable; **2** countable

3 → In presenza / modalità sincrona DDI

Soluzioni: 1 How much; **2** How many; **3** how much; **4** How many; **5** How much; **6** how many

a lot of/lots of, (not) much/many, a little/a few, no VIDEO DEAFLIX

4 → Modalità asincrona DDI

Gli studenti guardano il video e completano le regole.

Grammar Goals p. 162 → Studio autonomo

Soluzioni: 1 a lot of; **2** much

5 → In presenza / modalità sincrona DDI

Soluzioni: 1 a a few, **c** some; **2 a** lots of, **b** no; **3 b** a little, **c** a lot of; **4 a** Lots, **b** A few; **5 a** a lot of, **b** much; **6 a** no, **b** a little; **7 b** a few, **c** no; **8 a** many, **b** a lot of

6 → In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 4, Trinity Speaking Grades 3 & 4 (Asking questions about everyday life; Hobbies and sports)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 69

Portions and containers

1 → Modalità asincrona DDI

Se opportuno, spiegare che nell'inglese britannico la parola *can* si usa per le bevande (*a can of coke*) e la parola *tin* per i cibi (*a tin of tomatoes, a tin of tuna*).

Audio script e soluzioni 059

1 can; **2** bottle; **3** slice; **4** cup; **5** packet; **6** tin; **7** carton; **8** bowl; **9** piece; **10** glass

Study Skill → In presenza / modalità sincrona DDI

Far leggere questa tecnica utile per la memorizzazione.

2 → In presenza / modalità sincrona DDI

Soluzioni:
1 bottles; **2** cans; **3** packets; **4** slices; **5** bowls; **6** cups

Extra activity → In presenza / modalità sincrona DDI
Do you buy this type of food and drink for parties? Write a list of what you would like for a class party.

3 ➜ In presenza / modalità sincrona DDI

Gli studenti osservano la foto e rispondono alle domande. Dire loro che troveranno le informazioni nella registrazione dell'esercizio 4.

4 ➜ In presenza / modalità sincrona DDI

Fare ascoltare l'intervista a un'ultramaratoneta per permettere agli studenti di verificare le loro risposte alle domande dell'esercizio 3.

Audio script 060

I Welcome back! We're talking to ultramarathon runner Dana Caulfield. Now, Dana what is an ultramarathon, and how many kilometres is it?

Dana Ultramarathons are just longer marathons. An ordinary marathon is 42 kilometres. But ultramarathons start at about 69 kilometres, and some races are 160 kilometres, so the distance changes.

I Wow! How much time does that take?

Dana I can do 160 kilometres in a little over 17 hours.

I Amazing! What do ultramarathon runners eat when they're training?

Dana Well, we're all different, but we need lots of carbohydrates for energy, protein and healthy fats. So I eat a lot of pasta ... about two packets a day. And I usually have some rice too, and a big bowl of salad.

I Right. And how much meat do you eat?

Dana I don't eat much meat, but I eat a lot of fish. I have a big piece of salmon or tuna most days. And I also have a few eggs, so I get lots of protein.

I So how many calories is that?

Dana I normally eat about 2,500 calories a day, like any other person. But when I'm training intensively before a race, I need more – about five thousand calories a day.

I That's a lot of food!

Dana I know. It's usually very bad for your health to eat so many calories, but it's OK for runners because you use all those calories when you run.

I What about drinks? Do you drink a lot of water?

Dana Yes, I do. I also have a carton of orange juice every day. I don't drink much milk or tea, but I have one cup of black coffee.

I And what do you have on the day of the race?

Dana You can't eat much before you run – I usually have a bowl of cereal with a little milk, and a cup of coffee.

I And that's it?

Dana No ... I eat some pieces of chocolate during the race, and I drink a few bottles of water. But people do different things. Some people eat packets of dried fruit, and one runner sometimes eats slices of pizza!

I You're joking!

Dana No, I'm not!

Soluzioni:

1 Ultramarathons are long-distance running races which are longer than normal marathons.

2 They eat lots of carbohydrates for energy, protein and healthy fats (like fish).

5 ➜ In presenza / modalità sincrona DDI

Preliminary Listening Part 4

Soluzioni: 1 C; **2** A; **3** C; **4** B; **5** A

6 ➜ In presenza / modalità sincrona DDI

SPEAKING Preliminary Speaking Part 4, Trinity Speaking Grades 4 & 6 (Food; Health)

Soluzioni: Risposte personali.

Reading

p. 70

What's her secret?

1 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti osservano le foto della sommozzatrice e del cibo coreano e cercano di interpretarle e rispondere alle domande.

Soluzioni: Risposte personali.

2 ➜ In presenza / modalità sincrona DDI

Leggere il testo e ascoltare la registrazione. Far controllare alcune espressioni nel riquadro *Make it real*. Gli studenti controllano le loro risposte all'esercizio 1.

Audio script 061: vedi Student's Book es. 2

Soluzioni:

1 She is diving for seafood.;

2 fish, rice, beans, vegetables.

CULTURE NOTE

Jeju Island is about 100 kilometres off the southern coast of South Korea. It is the country's largest island, with an area of 1,845 square kilometres. Jeju is a volcanic island dominated by Hallasan, an extinct volcano 1,950 metres high. The climate is humid subtropical with cool dry winter and hot humid summers. The island has three UNESCO World Heritage sites and beautiful beaches, which are very popular with tourists, especially with surfers. It is famous for its female divers who dive for oysters, abalone, clams, seaweed and other marine life. The history of these divers is shown in the Haenyeo museum.

Haenyeo (lit. *sea women*) are female divers known for their independent spirit, iron will and determination, the haenyeo are representative of the semi-matriarchal family structure of Jeju.

3 ➜ In presenza / modalità sincrona DDI

Gli studenti esplorano il linguaggio usato nell'articolo cercando l'equivalente inglese dei sei vocaboli italiani.

Soluzioni:

1 seafood; **2** fresh; **3** cabbage; **4** meals; **5** fatty; **6** nuts

4 ➜ Modalità asincrona DDI

INVALSI Reading Short answers to questions

Gli studenti scorrono rapidamente il testo e scrivono risposte di non più di quattro parole.

Soluzioni:
1 For seafood. / For abalone. / She dives for abalone.
2 Over eighty (years old.) / She's over eighty.
3 Junk food.
4 It's (Korean) cabbage.
5 Long life areas.
6 Korean food.

Word Work

5 ➜ In presenza / modalità sincrona DDI

Far leggere la spiegazione e chiedere agli studenti quali sono le parti del discorso (*noun, verb, article, adjective, adverb, pronoun, preposition, conjunction, interjection*).

Spiegare che alcune parole inglesi possono appartenere a parti del discorso diverse.

Ne incontreranno sei in questo esercizio (*love, exercise, like, diet, local, clean*). Se opportuno, aggiungere che ci sono parole inglesi che cambiano leggermente a seconda della parte del discorso, per esempio *practice* (sostantivo) e *practise* (verbo).

Soluzioni: 1 b verb; **2** a verb, b noun; **3** a preposition, b verb; **4** a adjective, b noun; **5** a noun, b adjective; **6** a adjective, b verb

6 ➜ In presenza / modalità sincrona DDI

DISCUSS **Preliminary Speaking Part 4, Trinity Speaking Grades 4 & 6** (Food; Health)

Gli studenti lavorano in gruppo o a coppie per discutere le diete.

Soluzioni: Risposte personali.

CULTURE NOTE

The Mediterranean diet contains a lot of vegetables, fruit, legumes, nuts, cereals, grains, fish, and unsaturated fats such as olive oil. It usually includes a low intake of meat and dairy foods.

A vegetarian diet avoids meat and fish and consists of grains, pulses, nuts, seeds, vegetables and fruit and includes dairy products, cheese made using vegetable rennet, and eggs.

A vegan diet contains only plants (such as vegetables, grains, nuts and fruit) and foods made from plants. Vegans do not eat foods that come from animals including dairy products and eggs.

A flexitarian diet consists mostly of fruit, vegetables, legumes and whole grains. It takes protein from plants instead of animals and only includes meat and animal products occasionally. It prefers the least processed, most natural form of foods, and it limits added sugar and sweets.

A gluten-free diet consists of naturally gluten-free foods, such as meat, fish, fruit and vegetables, rice, potatoes, pulses. And also of foods from which the gluten is removed. It is indicated especially for people with coeliac disease.

Grammar

p. 71

too much/too many, too little/too few, (not) enough VIDEO DEAFLIX

7 ➜ Modalità asincrona DDI

Gli studenti completano le regole per l'uso di aggettivi e pronomi indefiniti che indicano quantità in eccesso, sufficienti o insufficienti.

Grammar Goals p. 163 ➜ Studio autonomo

Soluzioni: 1 many; **2** enough; **3** little

8 ➜ In presenza / modalità sincrona DDI

Gli studenti leggono i tre mini-dialoghi e scelgono l'alternativa corretta.

Soluzioni: 1 enough; **2** much; **3** little; **4** enough; **5** much; **6** enough; **7** much; **8** many

9 ➜ In presenza / modalità sincrona DDI

Gli studenti scrivono frasi con le parole elencate dando informazioni personali.

Soluzioni possibili:
1 I get too much homework.
2 I eat too little fruit / I (don't) eat enough fruit.
3 I have too little pocket money. / I don't have enough pocket money.
4 I (don't) get enough exercise. / I get too little exercise.
5 We spend enough time at school. / We spend too much time at school.
6 There (aren't) enough things for young people to do in this town. / There are too few things for young people to do in this town.

10 ➜ In presenza / modalità sincrona DDI

Gli studenti a coppie si scambiano le informazioni ed esprimono accordo o disaccordo con il compagno.

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grades 3 & 4** (Describing daily routines; School, hobbies, food)

Soluzioni: Risposte personali.

Communication

p. 72

Ordering food VIDEO

1 ➜ In presenza / modalità sincrona DDI

Gli studenti guardano il video e svolgono l'esercizio.

Audio script 062: vedi Student's Book, es. 2.

Soluzioni: 1 T; **2** F

2 → In presenza / modalità sincrona DDI

Gli studenti completano il dialogo e riguardano il video.

Soluzioni: 1 go; **2** fish; **3** brown; **4** chicken; **5** Greek; **6** cheese; **7** water; **8** 15.99

Key Expressions → In presenza / modalità sincrona DDI

Far leggere attentamente le espressioni usate dal cameriere e dal cliente al ristorante. Chiedere agli studenti come le esprimerebbero in italiano.

3 → In presenza / modalità sincrona DDI

Gli studenti si esercitano a usare le *Key Expressions*. Invitare alcune coppie a leggere i mini-dialoghi ad alta voce per verificare se le risposte sono corrette e se usano l'intonazione giusta.

Soluzioni:
1 What can I get you?
2 Anything to drink?
3 I'm really sorry but we're out of that.
4 How about a slice of / some lemon cake?
5 How much is that?
6 Here you are.

4 → In presenza / modalità sincrona DDI

SPEAKING

Assicurarsi che gli studenti capiscano bene il menu e lavorino a coppie per fare un dialogo al ristorante. Ricordare loro di scambiarsi i ruoli. Poi invitare alcune coppie a recitare i loro dialoghi alla classe.

Soluzioni: Risposte personali.

FINISHED? → In presenza / modalità sincrona DDI

Gli studenti scrivono un dialogo simile a quello che hanno fatto nell'esercizio 4.

Soluzioni: Risposte personali.

Listening

p. 73

Food facts

1 THINK → In presenza / modalità sincrona DDI

Gli studenti riflettono sulle affermazioni scrivendo se secondo loro sono vere o false.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Gli studenti ascoltano una trasmissione radiofonica riguardo alimentazione e salute e riflettono sulla domanda. Ci sono risposte che li stupiscono? Perché?

Audio script 063

Presenter Welcome to *Health Matters.* Today, we're talking to Dr Helen Wilson about healthy eating. Now Dr Wilson, the World Health Organisation says that 50% of Europeans are overweight. That's a big number. Why is that?

Dr Wilson Well, today people eat a lot of fast food – because it's cheap and tasty and they like it. But the reason it's tasty is because it often contains lots of salt, fat and sugar.

Presenter Right.

Dr Wilson Yes. Most people know that a can of ordinary cola has a lot of sugar – about 39 grams – that's almost 10 teaspoons. And hamburgers contain salt and fat of course. But most people don't know that hamburger bread has also got lots of sugar.

Presenter So how can we know what's in our food?

Dr Wilson Well, look at the information on food packets. It can be quite difficult to understand, but it's very useful. It tells you how much salt, fat and sugar the food has, and how many calories. The average person needs about 2,500 to 3,000 calories a day, but the problem is that many people's diets today simply contain too many calories, particularly if they don't do enough physical exercise. Let me give you an example, a cheeseburger can contain 300 to 350 calories. It doesn't sound like much, but it takes about 35 minutes of running to burn the calories just in that cheeseburger!

Presenter Wow. Now, people say, 'drink milk because you need calcium'. But some people are intolerant to milk and dairy products. What can they do?

Dr Wilson Some people's bodies can't use lactose, the natural sugar in milk, and it even makes a few people ill. But lots of fruit and vegetables have got calcium in them, like oranges and peas – but they haven't got any lactose. And don't forget to drink plenty of water too. Your body needs around eight glasses a day.

Presenter Great. Now, some people diet for their health...

Dr Wilson Yes, but some people don't eat breakfast when they diet, and this is a bad idea. Your body needs a good healthy breakfast and lunch, so you have enough energy for the day. So always talk to a doctor or dietician first.

Presenter And of course, you can lose calories by exercising.

Dr Wilson Absolutely!

Presenter What about eating snacks between meals?

Dr Wilson It isn't a problem if you eat things like fruit or nuts. But it is if you eat salty, fatty snacks, like crisps.

Presenter Finally, what about chocolate?

Dr Wilson Dark chocolate is better than milk chocolate because it contains less sugar. It also has

antioxidants and minerals. Some studies say dark chocolate makes you feel happier and it can even help you to have a better memory!
Presenter Great! I love chocolate!

Soluzioni:
1 F (About 50% are overweight.); **2** T; **3** F. (A basic cheeseburger has got 300-350 calories.); **4** F. (We need eight.); **5** F (Milk chocolate contains more.)

3 ➜ In presenza / modalità sincrona DDI

INVALSI Listening Short answers to questions

Gli studenti ascoltano nuovamente la trasmissione radiofonica e completano l'esercizio.

Soluzioni:
1 (because of) fast food; **2** can of cola; **3** difficult to understand; **4** (about) 35 minutes; **5** oranges and peas; **6** a doctor or dietician; **7** salty, fatty; **8** memory

4 DISCUSS ➜ In presenza / modalità sincrona DDI

Preliminary Speaking Part 4, Trinity Speaking Grade 4 (Food)

A coppie, gli studenti rispondono alle domande e riflettono sulle loro consuetudini alimentari.

Soluzioni: Risposte personali.

Global Goals

p. 74

Educazione civica

2 Zero Hunger

12 Responsible Consumption and Production

2 Zero Hunger (Sconfiggere la Fame): l'obiettivo è quello di porre fine alla fame, raggiungere la sicurezza alimentare, migliorare la nutrizione e promuovere un'agricoltura sostenibile. Possiamo raggiungere questo obiettivo se promuoviamo un'agricoltura sostenibile attraverso l'uso di tecnologie moderne e un sistema di distribuzione equo.
12 Responsible Consumption and Production (Consumo e Produzione Responsabili): l'obiettivo prevede di garantire modelli sostenibili di produzione e di consumo. L'agricoltura è il settore che consuma più acqua a livello globale e l'irrigazione dei terreni agricoli è responsabile di circa il 70% del consumo dell'acqua. È necessario razionalizzare il consumo dell'acqua e provvedere a un accesso per tutti all'acqua potabile. Anche il modo in cui si gestiscono i rifiuti industriali nocivi e inquinanti è un altro importante obiettivo. Per migliorare questo aspetto, è necessario incoraggiare le industrie e i consumatori a ridurre la produzione di rifiuti.

1 ➜ In presenza / modalità sincrona DDI

DEBATE Far leggere le citazioni sulla fame. Gli studenti a gruppi ne scelgono una e ne discutono il significato.

Soluzioni possibili:
(Gandhi's quotation) We can grow enough food on our planet but some people (the richer people) want more than they need and this reduces the food supply for everyone.
(Proverb) Charity is not sustainable long term. People need to be taught skills so they can be independent and grow or obtain their own food.

2 ➜ In presenza / modalità sincrona DDI

Gli studenti rispondono alle domande relative al factfile.

Soluzioni:
1 820 million.
2 1.3 billion tonnes.
3 No. Lots of people use food banks in countries like the UK and the USA.
4 It's illegal for supermarkets to throw away edible food. Risposte personali.
5 It causes a lot of greenhouse gas emissions.
6 Risposte personali.

3 ➜ In presenza / modalità sincrona DDI

Far leggere il factfile e chiedere alla classe quali informazioni trovano sorprendenti, per esempio lo sapevano che nel Regno Unito ci sono più di 2000 banchi alimentari?
Gli studenti abbinano i vocaboli inglesi alla loro traduzione.

Soluzioni: **1** c; **2** a; **3** f; **4** e; **5** b; **6** d

READING

4 ➜ In presenza / modalità sincrona DDI

Gli studenti ascoltano e leggono l'articolo e rispondono alla domanda.
Audio script 064: vedi Student's Book es. 4

Soluzioni:
Because he's a chef who is also an environmentalist.

5 ➜ Modalità asincrona DDI

Gli studenti rileggono l'articolo con la tecnica dello scanning per scegliere le informazioni corrette.

Soluzioni:
1 It is in central London, near the British Museum.
2 It's a not-for-profit cooperative which sells local food and where package and waste is minimised.
3 Up to four.
4 They put food on the shelves, clean the floors and work at the cash desk.

5 Everything is recycled even the furniture; food comes from sustainable sources and very little is wasted.
6 They promise to use ingredients that respect the environment and reduce food waste.
7 He works for the United Nations' World Food Programme and he travels the world, teaching people about food sustainability.
8 We need to eat more vegetables, cook using local ingredients, consume only what we need and reduce waste.

6 → In presenza / modalità sincrona DDI

CRITICAL THINKING

Soluzioni:
1-3 Risposte personali.
4 Risposte possibili:
- buy food from local sources
- don't buy food with unnecessary packaging;
- don't buy bottled water – take your own bottle
- only buy what you need; store food correctly; freeze things before they go bad
- save and reuse leftover food (e.g. in rice salad, omelette, pizza)
- understand 'sell by' and 'use by' dates: they are only a guideline
- compost food which you can't eat

WRITING

7 → Modalità asincrona DDI

Aiutare gli studenti a scrivere una traccia in classe su due argomenti:
1 come proteggere l'ambiente e ridurre gli sprechi di cibo, seguendo le idee esposte nell'esercizio 6
2 come scrivere una ricetta con gli ingredienti elencati (che sono avanzi riutilizzabili)
Poi assegnare il lavoro scritto come compito a casa.

Soluzioni:
1 Risposte personali.
2 You can make a bruschetta / mini-pizza with these ingredients. Here's how: First, put the tomatoes on the bread. Next cut/slice the cheese and put it on top of the tomatoes. Then cut/slice the pepper and put that on top too. Finally, put it in the oven on 150° for about five minutes.

DIGITAL COMPETENCES **→ Modalità asincrona DDI**

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.

Suggerire agli studenti di guardare il TED talk online: *A vision for sustainable restaurants*.

Soluzioni:
1 Waste of time, energy, space and waste of waste.
2 Customers can choose the amount/quantity and volume they want to consume.
3 Because the restaurant runs on electricity which is powered by water from the canal outside the restaurant.

Unit 6 AMAZING PEOPLE

p. 76

OBJECTIVES

Communicative competences
Talking about inspiring people
Talking about life events and the past
Asking about the weekend

Grammar
Past simple: verb *be*
Past simple: positive (regular and irregular verbs)
Past simple: negative and questions
Subject and object questions

Vocabulary
Jobs
Life events

Reading
The boy who harnessed the wind
Brilliant minds
A soldier with a secret

Listening
William's story (Part 2)
Six people talk about their jobs
An interview about the life of Stephen Hawking
Teenagers talk about the weekend and food (video)

Speaking
Talking about past situations and actions
Talking about inspiring people in the past
Discussing the role of women at NASA
Discussing stereotypes
Asking about the weekend (video)

Writing
Writing a paragraph about an inspiring person
Writing sentences about actions in the past
Writing a short text about your weekend
Writing a short text about someone who fought against inequality

Global Goals
5 Gender Equality, 10 Reduced Inequalities

Critical thinking
Challenging stereotypes

Digital competences
Watching a TEDTalk about stereotypes

Pronunciation
Past simple: *-ed*, *-d* /t/ /d/ /ɪd/

1 → In presenza / modalità sincrona DDI

THINK

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI VIDEO

Audio script 065: vedi Student's Book es. 2

Soluzioni: The film is about the achievements of a young student in Malawi in Africa.

3 → In presenza / modalità asincrona DDI

Soluzioni: 1 A young inventor from Malawi in Africa. **2** British actor Chiwetel Ejiofor. **3** There was a terrible drought. They couldn't grow corn because their fields were dry. **4** Because there wasn't any corn to sell so there was no money for school fees. **5** At the library at his old primary school. **6** He was particularly interested in one book and the picture on its cover.

4 → In presenza / modalità sincrona DDI

Preliminary Listening Part 3

Audio script 066

That library book was all about energy, and there was a picture of a wind turbine on the cover. Suddenly, William had an idea: to build a wind turbine and bring electricity to *his* village. William was good at making things, and he wasn't afraid to ask his old teachers questions either. From them, and from the book, William learned how to use the wind to make electricity. There were parts of old machines around his village, and William used them to build a wind turbine. It wasn't very big, but it was enough to generate electricity for his house. And this was just the beginning. He made a second wind turbine, and this created electricity for other houses in his village. Then William built a 12-metre tall turbine! This produced enough electricity for a motor – and the motor could move water from under the ground. Soon the villagers made irrigation canals, and they used William's turbine to irrigate the dry fields in the village.
After more inventions and lots of hard work, William saved his village and changed the lives of the people there. Soon, journalists visited the village to see William's invention. Later, William went to university in Malawi and in the USA. Today, William works with scientists and entrepreneurs on projects to help people in lots of different countries.

Soluzioni: 1 wind; **2** machines; **3** electricity; **4** water/irrigation; **5** university; **6** different countries

Vocabulary Jobs VIDEO

p. 77

5 → Modalità asincrona DDI

Audio script e soluzioni 067

1 scientist; **2** actor/actress; **3** dancer; **4** fashion designer; **5** singer; **6** sportsperson; **7** architect; **8** writer; **9** director

6 ➜ In presenza / modalità sincrona DDI

Soluzioni: 1 architect; **2** scientist; **3** entrepreneur; **4** musician/singer; **5** dancer; **6** inventor

7 ➜ In presenza / modalità sincrona DDI

Audio script 068

1 I really like her films because they're quite unusual stories. She films them in really interesting places and uses very talented actors and actresses. **2** I work for the *New York Times*, and my job takes me around the world. You can read my articles in the newspaper, or online at the *New York Times* website. **3** Look at me and smile! That's really good! Now ... can I take a few more photos of all the guests before you all go to your wedding reception? **4** I teach Salsa, Tango, Rumba ... lots of different styles ... at my salsa school here in Rio. I also perform in dance shows. **5** People commission me to paint very big pictures – for museums mostly, but also for big private houses. I always carry paper and a few pens in my bag too. You never know when you can see something interesting to draw. **6** These clothes are all my original designs. At the moment, I'm getting a new collection of clothes ready for a big fashion show at the London Fashion Week.

Soluzioni: 1 director; **2** journalist; **3** photographer; **4** dancer; **5** artist; **6** fashion designer

Grammar

p. 77

Past simple: verb *be* VIDEO DEAFLIX

8 ➜ Modalità asincrona DDI

Soluzioni: 1 were; **2** wasn't; **3** Was

9 ➜ In presenza / modalità sincrona DDI

Soluzioni: 1 Were; **2** was; **3** was; **4** was; **5** were; **6** Were; **7** weren't; **8** were; **9** Was; **10** wasn't

10 ➜ In presenza / modalità sincrona DDI

Soluzioni: 1 What was your first school? **2** When was your last school holiday? **3** Who were your friends at primary school? **4** Who was your favourite teacher? **5** What was your favourite TV programme last year? **6** Were you at home on Sunday? **7** Were you at the beach last weekend? **8** Where were you yesterday?

11 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 1, Trinity Speaking Grade 4** (Talking about past events)

Soluzioni: Risposte personali.

Grammar in context

p. 78

1 ➜ In presenza / modalità sincrona DDI

Far leggere e ascoltare il dialogo. Gli studenti rispondono alle domande oralmente o per iscritto.

Audio script 069: vedi Student's Book es. 1

Soluzioni: 1 Erin's grandma is from Ireland and her grandad is from Scotland. **2** They live in London.

Past simple: positive (regular and irregular verbs) VIDEO DEAFLIX

2 ➜ Modalità asincrona DDI

Gli studenti e completano le forme verbali.

Grammar Goals p. 172 ➜ Studio autonomo

Soluzioni: 1 –ed/-d; **2** grew up; **3** met; **4** got; **5** came; **6** thought

3 ➜ In presenza / modalità sincrona DDI

Soluzioni: 1 swam; **2** started; **3** left; **4** travelled; **5** got; **6** reached; **7** began; **8** competed

Past simple: negative and questions VIDEO DEAFLIX

4 ➜ Modalità asincrona DDI

Grammar Goals p. 173 ➜ Studio autonomo

Soluzioni: 1 did

5 ➜ In presenza / modalità sincrona DDI

Soluzioni: 1 didn't answer; **2** did you leave; **3** Did Zoe write; **4** didn't eat; **5** Did Steven Spielberg direct; **6** did you go

6 ➜ In presenza / modalità sincrona DDI

Soluzioni:

1 What time did you get up this morning?
2 How did you get to school today?
3 Did you do any homework yesterday evening?
4 Did the teacher give you an English test last week?
5 What presents did you get for your last birthday?
6 Did you do sport yesterday?

Risposte personali.

7 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Talking about past events)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 79

Life events

1 ➜ Modalità asincrona DDI

Audio script e soluzioni 070

Early life: be born, grow up
Education: go to school, do a degree, graduate
Work: get a job, work for/as, retire
Personal life: leave home, get married, have children, get divorced, live alone, live with (someone), move to

2 ➜ In presenza / modalità sincrona DDI

Soluzioni: 1 retired; **2** doing a degree; **3** work for; **4** married; **5** were born; **6** live alone

3 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti troveranno le informazioni nella registrazione dell’esercizio 4.

Study Skill ➜ In presenza / modalità sincrona DDI

Far leggere questa tecnica utile per l’esame di Listening, spiegando che è utile leggere bene le domande per capire il tipo di informazioni a cui si deve prestare particolare attenzione nell’ascolto.

4 ➜ In presenza / modalità sincrona DDI

Spiegare che ALS è l’acronimo di *amyotrophic lateral sclerosis*, in italiano SLA, sclerosi laterale amiotrofica, malattia degenerativa che provoca la paralisi progressiva degli arti e dei muscoli della deglutizione.

Audio script 071

A Today, I’m talking to Cathy Brightman, the writer of a new book about Stephen Hawking. Now, Cathy, Hawking was an amazing scientist, but tell us about his life.
B Well, he was born in Oxford in 1942, but he grew up in London and St Albans. He did a degree in Physics at Oxford University, and after he graduated, he moved to Cambridge to continue studying there. Then, in 1963, when he was only 21, he became very ill. Doctors diagnosed Stephen with ALS. ALS is a condition that gradually causes complete paralysis.
A Yes, it’s terrible.
B Right, and Stephen was very young when this happened. But he didn’t let it stop him. He worked very, very hard, and he became a great scientist. He changed our ideas about cosmology and he won lots of awards. Hawking had lots of important ideas about the universe, space, time information and energy, but he’s mostly famous, of course, for his theories about black holes. He also got married to Jane Wilde in 1965 and they had three children.
A And what about the illness?
B By 1969, he couldn’t walk. And after 1985, he couldn’t speak or move his hands much. So he used a computer to communicate. He couldn’t write things down either, so he did lots of difficult Maths in his head.
A That’s amazing!
B Yes, despite his terrible illness, he never retired or gave up.
A Yes, and his private life wasn’t easy.
B Stephen and Jane eventually got divorced... then he got married and divorced again.
A And when did he write his famous book, *A Brief History of Time*?
B He finished it in 1988. Millions of people bought it, and it made Hawking world-famous. After that, there were more books, like *The Theory of Everything*. Hawking travelled the world and talked about science until his death in 2018.
A His books really inspired me. They made me interested in science.
B Yes, I think that’s the number 1 reason why he’s so popular. Hawking was a great scientist, but also a great writer and communicator. He helped people to see how amazing science is. Today, lots of young people choose to study science because of Stephen Hawking.

Soluzioni: 1 1942; **2** Physics; **3** 21 / twenty-one; **4** great scientist; **5** three; **6** theories; **7** Everything; **8** 2018

CULTURE NOTE

Stephen Hawking (Oxford 1942-Cambridge 2018) was an English theoretical physicist and mathematician. He studied black holes and contributed new ideas to the Big Bang theory in his *A Brief History of Time* (1988). From his early twenties, Stephen Hawking was affected by a motor neurone disease which gradually paralysed him. However, with the help of advanced technology and with constant assistance, he managed to have an active life for over 50 years.

5 ➜ In presenza / modalità sincrona DDI

SPEAKING Trinity Speaking Grade 8 (Public figures - past)

Soluzioni: Risposte personali.

FINISHED? **➜ In presenza DDI**

Soluzioni: Risposte personali.

Reading

p. 80

Brilliant minds

1 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti condividono le loro informazioni sulla NASA per rispondere alle domande.

Soluzioni: Risposte personali.

2 ➜ In presenza / modalità sincrona DDI

Leggere il testo e ascoltare la registrazione. Far controllare alcune espressioni nel riquadro *Make it real*. Gli studenti controllano le loro risposte all’esercizio 1.

Audio script 072: vedi Student's Book es. 2

Soluzioni: The article mentions human computers and electronic computers.

CULTURE NOTE

NASA (National Aeronautics and Space Administration) is a US government agency that was started on October 1, 1958, in response to the 1957 launch of the Soviet satellite Sputnik. The agency was created to oversee US space exploration and aeronautics research and is responsible for science and technology related to air and space. One of the most important NASA achievement was the Apollo program that sent people to the moon. The first moon landing took place in 1969. The last moon landing was in 1972. There have been 11 Apollo flights and twelve astronauts in total have walked on the moon.

Word Work

3 → Modalità asincrona DDI

Gli studenti esplorano il linguaggio dell'articolo cercando i termini equivalenti alle espressioni elencate.

Soluzioni: **1** vital; **2** hidden; **3** broke down; **4** accuracy; **5** tiny; **6** equals; **7** awarded; **8** headquarters

4 → Modalità asincrona DDI

Preliminary Reading Part 3, INVALSI Reading multiple choice

Gli studenti leggono le domande e scelgono la risposta corretta fra quattro opzioni.

Soluzioni: **1** B; **2** B; **3** A; **4** C

5 → In presenza / modalità sincrona DDI

DISCUSS Gli studenti lavorano a coppie per rispondere alle domande.

Soluzioni: Risposte personali.

Grammar

p. 81

Subject and object questions

VIDEO DEAFLIX

6 → Modalità asincrona DDI

Gli studenti guardano il video e completano la regola.

Grammar Goals p. 173 → Studio autonomo

Soluzioni: **1** don't use

7 → In presenza / modalità sincrona DDI

Soluzioni: **1** Did you have **2** Who told **3** Did you believe **4** Who invented **5** Which video won **6** How many people entered

8 → In presenza / modalità sincrona DDI

Soluzioni:

1 How many people sent you messages yesterday?
2 Who taught you how to ride a bike?
3 Where did you go on your last holiday?
4 What happened at school yesterday? What did you do?
5 What did you watch on TV yesterday?
6 Who talked to you at breaktime?
Risposte personali.

Extra activity → In presenza / modalità sincrona DDI

Work in pairs. Your teacher will give you 20 pieces of paper. Match the question halves to form 10 questions. There are 5 object questions and 5 subject questions. Then ask each other the questions.

When was the last time you	12 October 1492?
What time did you	a cat?
Where do you like to	a cup of coffee cost in your town/city?
How many hours	do you sleep at night?
How much does	get up this morning?
Who has got	go on holiday?
What happened on the	went to the cinema?
Who became president of	at 10 Downing Street, London?
Who won	the United States of America in 2017?
Who lives	the World Cup in 2006?

Soluzioni:

1 When was the last time you went to the cinema?
2 What time did you get up this morning?
3 Where do you like to go on holiday?
4 How many hours do you sleep at night?
5 How much does a cup of coffee cost in your town/city?
6 Who has got a cat?
7 What happened on the 12 October 1492?
8 Who became president of the USA in 2017?
9 Who won the World Cup in 2006?
10 Who lives at 10 Downing Street, London?
7 Christopher Columbus landed in the Americas; **8** Donald Trump; **9** Italy; **10** the Prime Minister

9 → In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Talking about past events)

Soluzioni: Risposte personali.

FINISHED? **➜ In presenza / modalità sincrona DDI**

Gli studenti riferiscono le risposte date dal compagno nell’esercizio 9, per esempio: *Five people sent Ginevra messages yesterday. Her dad taught her how to ride a bike.*

Soluzioni: Risposte personali.

Communication

p. 82

Asking about the weekend VIDEO

1 ➜ In presenza / modalità sincrona DDI

Gli studenti guardano il video e svolgono l’esercizio.

Audio script 073: vedi Student’s Book es. 2

Soluzioni: They went to Camden Market and the theatre. Tessa lost her travel card.

2 ➜ In presenza / modalità sincrona DDI

Gli studenti completano il dialogo e riguardano il video.

Soluzioni: 1 mates; **2** cousin; **3** expensive; **4** musical; **5** problem; **6** inspector

Key Expressions **➜ In presenza / Modalità sincrona DDI**

Far leggere attentamente le domande, e le espressioni usate per indicare la sequenza degli eventi.

3 ➜ In presenza / modalità sincrona DDI

Gli studenti si esercitano a usare le *Key Expressions* nei dialoghi. Invitare alcune coppie a leggere i dialoghi ad alta voce per verificare se le risposte sono corrette e se usano l’intonazione giusta.

Soluzioni:
1. Who went with you
2. What did you do
3. then / later / after that / afterwards
4. Who did you see? / Who played/sang at the concert?
5. Did you get/take a taxi?
6. What did you do?
7. Then
8. Did she drive/take you home?

4 ➜ In presenza / modalità sincrona DDI

Gli studenti leggono i dialoghi a coppie, poi provano a recitarli a memoria. Una tecnica utile per questa attività può essere la seguente: uno studente tiene il libro aperto e suggerisce in italiano al compagno che cosa deve dire. Poi si scambiano i ruoli. In questo modo si esercitano a turno a parlare in inglese.

5 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Weekend activities; Talking about past events)

Gli studenti raccontano che cosa hanno fatto nel fine settimana. Ricordare loro di scambiarsi i ruoli. Poi invitare alcune coppie a recitare i loro dialoghi.

Soluzioni: Risposte personali.

FINISHED? **➜ In presenza / modalità sincrona DDI**

Gli studenti scrivono un breve testo sul loro fine settimana usando avverbi di sequenza.

Soluzioni: Risposte personali.

Teen Talk

p. 83

The weekend and food VIDEO

1 ➜ In presenza / modalità sincrona DDI

I video Teen Talk consistono in brevi video-interviste per strada a una serie di adolescenti britannici. I ragazzi rispondono a sei domande legate ai temi delle due unità precedenti. Ogni video ha una durata di 4-5 minuti circa. Per aiutare nella visione e nella comprensione, è possibile fare ricorso ai sottotitoli.

Prima di vedere il video, leggere le parole dell’esercizio 1. Se necessario, verificare che tutte le parole siano conosciute.

Video script ▶

1 What did you do last weekend?

Amber I went out with all my mates last weekend.

Adam Last weekend I went over to my mate’s house and we had a sleepover and I had a takeaway.

Esther Last weekend I went to a university open day.

Daniel I went shopping with my family.

Jack Last weekend I went out with my mum. We went to the shops and we bought things for an upcoming birthday, and then I went to a place called Gravity, which is a trampoline park and we had great fun there.

2 What did you do yesterday?

Jessica Yesterday, I spent the day doing my homework.

Oscar Yesterday, I didn’t do much. I spent most of my time indoors.

Courtney Yesterday, I went to school, and just, went to all my lessons, had a normal school day. And then I came home and slept.

Adam Yesterday, I went to college.

Bradley Yesterday, I sat inside cos I had nothing to do all day.

Morena Yesterday, I finished off doing my assignments for school.

Shyanne Yesterday, I was at school and I had lots of lessons and I had a really good lunch with my friends.

3 What did you have for dinner yesterday evening?

Shelby Yesterday for dinner I had salmon pasta with cheese sauce.

Bradley Last night for dinner I had spaghettI Bolognese.

Morena For dinner yesterday, I had lasagne.

Oscar Yesterday evening for dinner I had fish pie.

Amber I had 'bangers and mash', which is British slang for mashed potatoes and sausages.
Esther Yesterday evening I had Chinese.
4 What's your favourite food?
Shyanne My favourite food is pizza.
Courtney My favourite food is Chinese because I love the variety of food you can get within a Chinese.
Bradley My favourite food would probably have to be pizza because it's nice and easy to cook.
Daniel My favourite food is probably fish… well, cod especially.
Jessica My favourite dinner is roast dinner, with all of the veg and a couple of potatoes and a Yorkshire pudding.
5 How often do you eat fast food?
Oscar I eat fast food quite a lot.
Morena I eat fast food quite often, but I try not to.
Bradley Fast food – I'd probably eat it like, maybe three, four times a month.
Adam I eat fast food quite often as I work at a fast-food restaurant.
Daniel Usually, I usually have fast food once a week if that.
Shyanne I usually eat fast food maybe twice a week. I try not to do it all the time because it's not very healthy.
Esther I eat fast food once or twice a week.
6 Do you think that you have a healthy diet?
Esther I eat fruit quite a lot and I love salads, so I'd say I have quite a healthy diet.
Shyanne I think I have a healthy diet sometimes, not all the time because I like to eat unhealthy foods.
Oscar I do think I have a healthy diet. However, I do eat a lot of fast food.
Jessica I'd say I've got quite a healthy diet. I dance, and I have salad most days for lunch, so I think I've got quite a balanced diet, yeah.
Adam I don't think I have a healthy diet, but I'm working on it.

Soluzioni:
mates ✓
takeaway ✓
youthclub
indoors ✓
film
college ✓
tuna
sausages ✓
Indian
roast dinner ✓
twice a month
salad ✓

2 ➜ In presenza / modalità sincrona DDI

Far vedere il video una seconda volta per svolgere l'esercizio 2, che richiede una comprensione più puntuale. Prima dell'inizio del video, leggere tutte le domande. Ricordare agli studenti di usare il *video glossary* in fondo alla pagina per avere un aiuto con le parole difficili.

Soluzioni:
1 T; **2** F. (He went with his family.) **3** F. (He went to the shops and a (trampoline) park.) **4** F. (She did her homework.) **5** T; **6** F. Esther had Chinese. **7** F. He had fish pie. **8** T; **9** T; **10** F. Adam says no and Shyanne says sometimes.

3 ➜ In presenza / modalità sincrona DDI

DISCUSS Preliminary Speaking Part 4, Trinity Speaking Grade 4 (Food)
A coppie, gli studenti si fanno le domande e rispondo in maniera personale.

Soluzioni: Risposte personali.

Global Goals

p. 84

Educazione civica

5 Gender Equality
10 Reduced Inequalities

5 Gender Equality (Parità di Genere): l'obiettivo è garantire alle donne e alle ragazze parità di accesso all'istruzione, alle cure mediche, a un lavoro dignitoso, così come la rappresentanza e pari opportunità di leadership nei processi decisionali, politici ed economici. È importante eliminare ogni forma di violenza nei confronti di donne e bambine, sia nella sfera privata che in quella pubblica, compreso il traffico di donne e lo sfruttamento sessuale e di ogni altro tipo, ed eliminare ogni pratica abusiva come il matrimonio combinato, il fenomeno delle spose bambine e le mutilazioni genitali femminili.
10 Reduced Inequalities (Ridurre le Disuguaglianze): la crescita economica non è sufficiente per ridurre la povertà se non coinvolge le tre dimensioni dello sviluppo sostenibile – economica, sociale e ambientale. Per ridurre la disparità, le politiche dovrebbero essere universali e prestare attenzione ai bisogni delle popolazioni svantaggiate e emarginate. L'obiettivo è di potenziare e promuovere l'inclusione sociale, economica e politica di tutti, a prescindere da età, sesso, disabilità, razza, etnia, origine, religione, stato economico o altro.

1 ➜ In presenza / modalità sincrona DDI

DEBATE Far leggere le quattro affermazioni che esprimono stereotipi e preconcetti culturali comuni. Gli studenti discutono a gruppi.

Soluzioni: Risposte personali.

2 ➜ In presenza / modalità sincrona DDI

Far leggere attentamente il factfile che risponde alle tre domande dell'esercizio.

Soluzioni:
1 An oversimplified, often false idea about a person or group of people.
2 The media, in advertisements and films.
3 Personality, behaviour, physical appearance and jobs.

READING

3 ➜ In presenza / modalità sincrona DDI

Gli studenti osservano la foto che sembra quella di un tipico militare ed esprimono le loro idee sulle caratteristiche generalmente attribuite ai soldati.

Soluzioni possibili: brave/courageous, tough, strong, macho, aggressive, fit, disciplined, well-trained.

4 ➜ In presenza / modalità sincrona DDI

Gli studenti ascoltano e leggono l'articolo e rispondono alle domande.

Audio script 074: vedi Student's Book es. 4

Soluzioni:
He trained as a classical dancer. He doesn't match the stereotype of a soldier.

5 ➜ Modalità asincrona DDI

Gli studenti rileggono l'articolo con la tecnica dello *scanning* per decidere se le frasi sono vere o false.

Soluzioni:

1 T
2 T
3 F (He gave up dancing because he wanted to find permanent work / was worried about his future.)
4 T
5 T
6 F (They were relaxed and some of them went to see the show.)

6 ➜ In presenza / modalità sincrona DDI

CRITICAL THINKING

Soluzioni:
Risposte personali.

1 He did what he wanted to do. He took part in a ballet about soldiers and showed that they actually have things in common.

2 Risposte personali.
a) Examples of negative stereotypes in films usually involve racism and sexism.
Cloud Atlas (2012) uses non-Asian actors to play the roles of Asian characters, and the martial arts movies of the 70s and 80s with Bruce Lee.
Black characters often weren't played by black people in the early days of Hollywood, they were caricatures played by white actors in blackface.
Today, black men are often portrayed as scary or angry and black women as uneducated and rude.
Latino characters focus most often on their physical appearance. Women are temperamental and very attractive. Men usually play the role of the seductive 'Latin Lover'.
The most common stereotype of Germans in films is that they are all Nazis. That is closely followed by the character of the German scientist.
The British seem to be a popular choice for villains. A British accent is often used for villains in animated characters: an animated car with a British accent is the bad guy in the Pixar movie *Cars 2*; and *The Lion King*, *Kung Fu Panda* and *Rise of the Guardians* all include British-sounding villains.
Finally, Russians in movies are still very much defined by Cold War-era images in Hollywood.

b) Examples of challenging stereotypes can be found in many films, such as:
Mulan (1998), a cartoon about a Chinese woman dressing up as a warrior and going off to fight in order to avoid her elderly father going to war.
Bend it like Beckham (2003) which tells the story of two teenage girls, one Indian and one English, and focuses on issues such as cultural identity, racism and the divide between old and new traditions and values.
Into the Wild (2007) is the true story of a successful graduate, born into an extremely wealthy family, who decides to abandon a regular career and family life to go and live in the Alaskan wilderness.
Moonlight (2016) is the story of Chiron, a young homosexual black man growing up in Miami, in three defining chapters of his life as he struggles to suppress his sexuality and true identity as a black gay man in America.
Black Panther (2018) is the first Marvel film to centre on a black superhero, the African prince then King T'Challa.

3 Risposte personali.

4 Risposte personali.
Students can do research online on some of the following people who fought against inequality and defended human rights: Mahatma Gandhi (1869-1948), Oskar Schindler (1908-1974), Rosa Parks (1913-2005), Nelson Mandela (1918-2013), Jimmy Carter (1924-), Martin Luther King (1929-1968), the Dalai Lama (1935-).

WRITING

7 ➜ Modalità asincrona DDI

Soluzioni: Risposte personali.

DIGITAL COMPETENCES ➜ Modalità asincrona DDI

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.
Suggerire agli studenti di guardare il breve video su YouTube: *Gender Roles and Stereotypes.*

Listening & Life Skills 5-6 p. 86

Creative thinking

OBJECTIVES

Communicative competences
Understanding the concept of creative thinking

Listening
Five examples of creativity

Reading
Think creatively

Speaking
Creating four short stories
Discussing creative ways of reusing objects

1 THINK → In presenza / modalità sincrona DDI

Soluzioni:
Risposte personali. Risposte possibili: 2, 3, 5.

2 → In presenza / modalità sincrona DDI

Preliminary Listening Part 2

Audio script 075

1 Woman My favourite painting is *The Persistence of Memory* by Salvador Dalí. It's really bizarre. There are four clocks in an empty desert. And that's strange enough, but then you see that the clocks are unusual shapes – they don't seem solid, they seem almost liquid. So you immediately ask: Why are the clocks in the desert? How did they get there? Why are they melting? Where are all the people? So I think Dalí wanted us to ask questions ... to think in a different way – and he succeeded!

2 Girl Hi Max! Are you busy?

Boy Yeah. Sorry Jade, I can't meet up today. I'm trying to write a story for homework for Monday. But I can't think of any interesting ideas. I mean ... I looked at some short stories, and read a few. And I watched some videos on the Internet. But I haven't got any ideas. Maybe I'm just not creative enough.

Girl Go outside and go for a walk or something.

Boy How can that help?

Girl I often get good ideas when I stop *trying* to think and relax for a while.

Boy OK. I can try that!

3 Josie We've all got habits, and that's normal! I always wear jeans, for example. But last week, I saw a TV programme called 'Redesign My Brain'. In it, scientists talked about how small changes in your life, like changing some habits, can help your brain to become more creative. I really liked the idea, so I decided to do one thing in a different way every week. For example, I'm right-handed, but yesterday, I tried to use my left hand to brush my teeth. They said it isn't very important what habits you change. *Any* little change is good for your brain.

4 Man You're lucky. You can draw really well – *and* you make models. I can't do anything like that. I'm hopeless at art!

Woman Well, I'm doing a degree in architecture ... and so part of that is learning how to draw and make models and find creative solutions to problems. But being creative isn't the same thing as being intelligent in an academic subject. You can cook well, and I can't do that. You even invent new dishes!

Man Everyone in my family can do that, because my grandparents had a restaurant and we all learned to cook there.

Woman So, you see? You use your imagination when you cook, and you try new things, and that's *really* creative!

5 RP Now it's time for our book of the week. What's the book this week, Sarah?

Sarah *One Plus One Makes Three*. It's about how to be more creative.

RP There are lots of books about that. Why read this one?

Sarah Well, I read another book about creative thinking last month. It had lots of exercises, lists to write, and things to remember. But I didn't like it ... the writer didn't explain things well.

RP So why is this book different?

Sarah It's got lots of stories about how ordinary people use creative thinking in their everyday lives and how it helps them, so you really understand why it's important. So I felt really inspired to try it myself.

RP Great, and who wrote it?

Sarah Well, the writer is a life coach called …

Soluzioni: 1 C; **2** A; **3** C; **4** A; **5** B

3 DISCUSS → In presenza / modalità sincrona DDI

Gli studenti leggono i suggerimenti e, a coppie, discutono quali già seguono e come possono diventare più creativi.

Soluzioni: Risposte personali.

4 THINK → In presenza / modalità sincrona DDI

Soluzioni: Risposte personali.

5 → In presenza / modalità sincrona DDI

Soluzioni: Risposte personali.

Spotlight on Culture 5-6 p. 87

Dulse: Ireland's superfood!

OBJECTIVES

Communicative competences
Getting to know the value of a 'superfood'

Reading
Dulse: Ireland's superfood

Speaking
Discussing superfoods

1 THINK → **In presenza /** **modalità sincrona** DDI

Soluzioni: Risposte personali.

Extra activity → **In presenza /** **modalità sincrona** DDI
Make a list of what you eat in a typical day. Does your diet contain elements from all the food categories? The categories are: **1** carbohydrates; **2** protein; **3** dairy products; **4** fruit and vegetables; **5** fats and sugars.

2 → **Modalità asincrona** DDI

Audio script 076: vedi Student's Book es. 2

Soluzioni:
1. An edible seaweed which grows in the cold water of the North Atlantic.
2. It helped people to survive.
3. They considered it a 'poor person's food'.
4. It's extremely nutritious and beneficial for your health.
5. It tastes salty, like the sea. When you fry it, it tastes like bacon.
6. At St George's Market in Belfast for example, and online.

3 SPEAKING → **In presenza /** **modalità sincrona** DDI

Soluzioni:
1. Risposte personali.
2. Risposte possibili: blueberries, strawberries, quinoa, broccoli, nuts, lentils, spinach; olive oil, Parmesan cheese
3. Risposte possibili: ribollita, polenta, spaghetti aglio e olio

Summative Revision 5-6 p. 88

OBJECTIVES

Revising vocabulary
Food and drink
Portions and containers
Jobs
Life events

Revising grammar
Countable and uncountable nouns
some and *any* (2)
Expressions of quantity
Past simple
Subject and object questions

1 → **Studio autonomo**

Soluzioni: **1** bread (the others are drinks); **2** courgette (the only vegetable); **3** pizza (the others are sweet); **4** octopus (the others are meat); **5** peach (the only fruit); **6** eggs (the others are carbohydrates)

2 → **Studio autonomo**

Soluzioni:
1 eggs; **2** cups; **3** bowl; **4** cereal; **5** slices/pieces; **6** glass; **7** can; **8** piece/slice

3 → **Studio autonomo**

Soluzioni:
1 singer; **2** sportsperson; **3** writer; **4** inventor; **5** director; **6** entrepreneur

4 → **Studio autonomo**

Soluzioni:
1 f; **2** a; **3** h; **4** c; **5** d; **6** b; **7** e; **8** g

Jennie Murray was born in 1999 in Scotland. Her family moved to Leeds when she was three. She went to the local secondary school in Leeds. She finished school when she was 18. She left home and went to university in London where she did a degree in Computer Science. She graduated from university in 2020. Now Jennie is working for an important software company.

5 → **Studio autonomo**

Soluzioni:
Countable: onion, courgette, pea, ice cream, cake, bean, peach
Uncountable: chicken, ice cream, cake, rice, milk, cheese, lamb, pasta, bread, water
Both groups: cake, ice cream

6 → **Studio autonomo**

Soluzioni:
1. We haven't got much money.

2 How many people are in your class?
3 My dad drinks a lot of/lots of coffee every day – 6 or 7 cups.
4 I only want a few potatoes. I'm not hungry.
5 The fridge is empty. We've got no tomatoes or eggs.
6 We only have a little homework today.
7 How much milk do you usually drink?
8 Are there many/lots of/a lot of peaches?
9 I love chocolate; but I try not to eat too much of it.
10 My mum says I eat too few vegetables.
11 I'd like some rice with the chicken.
12 There isn't any milk for breakfast.

7 ➜ Studio autonomo

Soluzioni:
1 didn't see; **2** didn't you come; **3** went; **4** retired; **5** was; **6** did you do; **7** spent; **8** ate; **9** did you visit; **10** did you think; **11** didn't go; **12** went; **13** did you get up to; **14** Was it

8 ➜ Studio autonomo

Soluzioni:
1 Did Brandon enjoy going to the concert last Sunday?
2 They haven't got any fizzy drinks for the party.
3 I think the teacher gave us too much homework.
4 How many oranges did you buy yesterday?
5 How much time do you spend online?
6 His uncle worked as an architect before he retired.

9 ➜ Studio autonomo

Soluzioni:
1 What did you do last night?
2 What film did you see?
3 Did you enjoy it?
4 Who was in the film?

10 ➜ Studio autonomo

Soluzioni:
1 b; **2** a; **3** c; **4** a; **5** c; **6** c; **7** c; **8** a; **9** b; **10** c; **11** c

11 ➜ Studio autonomo

Soluzioni:
1 an; **2** 'd like; **3** in; **4** playing; **5** team; **6** played; **7** didn't; **8** haven't; **9** got; **10** was; **11** moved; **12** lives; **13** always; **14** him; **15** any; **16** lots of; **17** our; **18** 're going

12 ➜ Studio autonomo

Soluzioni:
1 at; **2** to; **3** on; **4** to; **5** between; **6** after

13 ➜ Studio autonomo

Soluzioni:
1 d; **2** g; **3** e; **4** c; **5** b; **6** f; **7** h; **8** a

Unit 7 CITY LIVING

p. 90

OBJECTIVES

Communicative competences
Talking about where you live
Giving opinions and advice
Talking about future intentions
Asking for and giving directions

Grammar
should, shouldn't
be going to
Prepositions of place and movement
Prepositions of place (2)

Vocabulary
Shops and places in town
Transport

Reading
The people's voice: revitalise London!
Scenic Seattle
Green cities

Listening
A conversation about a visit to the town centre
Six people taking different forms of transport
Two people asking for directions (video)
Six people talking about being out with friends

Speaking
Talking about redeveloping urban areas
Talking about shopping centres
Giving advice
Talking about public transport
Discussing tourist activities in Seattle and Italy
Talking about my town
Asking for and giving directions

Writing
Writing about public transport in my area
Writing directions from my house to my school
Writing a short text about improving sustainability

Global Goals
11 Sustainable Cities and Communities

Critical thinking
Discussing green initiatives and sustainability in cities

Digital competences
Watching a TEDTalk about plants in the house

Pronunciation
be going to /biː gəʊɪŋ tə/

1 ➜ In presenza / modalità sincrona DDI

THINK Gli studenti osservano la foto e il primo paragrafo del testo per rispondere alla domanda.

Soluzioni: 3

2 → In presenza / modalità sincrona DDI VIDEO

Audio script 077: vedi Student's Book es. 2

Soluzioni: It is an old railway line.

3 → In presenza / modalità sincrona DDI

INVALSI Reading True/False

Gli studenti rileggono il sito web e citano le parole del testo per giustificare la loro scelta di *True* o *False*.

Soluzioni: 1 F We use crowdfunding money; **2** F This store closed down; **3** T It shouldn't be a; **4** F Camden market is a; **5** F We shouldn't have another; **6** T New York and Paris;

4 → In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Grades 6 & 9** (Expressing opinions; Technology)

Soluzioni: Risposte personali.

Vocabulary

p. 91

Shops and places in town VIDEO

5 → Modalità asincrona DDI

Audio script e soluzioni 078

1 takeaway; **2** sports shop; **3** hairdresser's;
4 shopping centre; **5** market; **6** chemist's; **7** museum;
8 newsagent's; **9** post office; **10** café;
11 shoe shop; **12** office building

6 → In presenza / modalità sincrona DDI

Gli studenti ascoltano una conversazione tra fratello e sorella e identificano i posti dove è stata la sorella oggi.

Audio script 079

Kerry Hi Joel.
Joel Oh, you're home. Where were you Kerry? You're late for dinner and Mum isn't happy! You were out all day! I thought you only went into town to take a book back to the library.
Kerry Yeah, sorry! Well ... I met Emily on Carlton Road, so we went to a Chinese takeaway, got some food for lunch and ate it. And after that, we decided to go to the Cityside shopping centre.
Joel Is that the new one?
Kerry Yes, it is.
Joel I'm going there with my mates tomorrow. What's it like?
Kerry It's enormous, and there are a lot of really good shops, like *Pentathlon*, the sports shop. I got some nice sandals in a shoe shop called *Walk Tall*, look.
Joel Right. Er… you look different.
Kerry Oh yeah ... Emily and I went to the hairdresser's too. Do you like my new hairstyle?
Joel Um ... yes ... it looks good.

Soluzioni: 1 library; **2** takeaway; **3** shopping centre; **4** sports shop; **5** shoe shop; **6** hairdresser's

7 → In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 3** (Places in the local area)

Soluzioni: Risposte personali.

Grammar

p. 91

should, shouldn't VIDEO DEAFLIX

8 → Modalità asincrona DDI

Gli studenti guardano il video e completano la regola.

Grammar Goals p. 182 → Studio autonomo

Soluzioni: 1 don't add -s

9 → In presenza / modalità sincrona DDI

Soluzioni:
1 I should revise for my exam.
2 Should we ask her to be in the band?
3 Alice shouldn't have her birthday party there.
4 What should I buy him?
5 We shouldn't stay up late.
6 You should watch it.
7 Should we cancel the barbecue?
8 They should go to bed.
9 You shouldn't play video games in your room all afternoon.
10 What time should we leave…?

10 → In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grades 6 & 7** (Health; Giving advice)

Soluzioni: Risposte personali.

Grammar in context

p. 92

1 → In presenza / modalità sincrona DDI

Far leggere e ascoltare il dialogo. Gli studenti rispondono alle domande oralmente o per iscritto.

Audio script 080: vedi Student's Book es. 1

Soluzioni:
1 He's going to revise and it's going to rain.
2 He's going to meet Anna.

be going to VIDEO DEAFLIX

2 → Modalità asincrona DDI

Gli studenti guardano il video e completano la struttura.

Grammar Goals p. 182 → Studio autonomo

Soluzioni: 1 is; **2** are

3 ➜ In presenza / modalità sincrona DDI

Gli studenti completano il testo e decidono se le frasi esprimono un'intenzione o una previsione.

Soluzioni:
1 Are we going to have (P)
2 's/is going to meet (I)
3 Are you going to take (I)
4 aren't going to arrive (P)
5 isn't going to go (I)
6 're/are going to enjoy (P)
7 'm/am going to buy (I)
8 aren't going to be (P)

4 ➜ In presenza / modalità sincrona DDI

Soluzioni:
1 are going to come
2 aren't going to make
3 is going to be
4 aren't going to have
5 aren't going to go
6 're going to spend
7 're really going to enjoy
8 'm going to post

Extra activity ➜ In presenza / modalità sincrona DDI
Dictation. Close your books and listen to the completed message. Write down the whole text. Then check your answers to exercise 4.

Chiedere agli studenti di chiudere il libro e dettare il testo del messaggio. Poi far controllare i verbi con il testo dell'esercizio completato e corretto.

5 ➜ In presenza / modalità sincrona DDI

Soluzioni:
1 I'm going to learn Arabic.
2 We aren't going to win the match.
3 We're going to organise a party for him.
4 What are you going to wear to the party?
5 It's going to rain.
6 What are you going to buy with it?
7 She isn't going to come to the cinema with us.
8 The concert is going to start.

6 ➜ In presenza / modalità sincrona DDI

Soluzioni:
1 Are you going to walk home after school today?
2 Are you going to meet your friends this evening?
3 What are you going to do this weekend?
4 Are you going to work hard at school this year?
5 Where are you going to go in the summer holidays?
6 What are you going to do when you leave school?

7 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Talking about future plans and intentions)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 93

Transport

1 ➜ Modalità asincrona DDI

Gli studenti osservano le immagini, svolgono l'esercizio di abbinamento e ascoltano la registrazione per il controllo delle risposte.

Audio script e soluzioni 081

1 coach; **2** underground; **3** ferry; **4** plane; **5** bus; **6** motorbike; **7** car; **8** van; **9** scooter; **10** lorry

Word Work

2 ➜ In presenza / modalità sincrona DDI

Gli studenti imparano il significato dei verbi usati con i mezzi di trasporto.

Soluzioni:
1 miss; **2** Take; **3** went; **4** catch; **5** got into; **6** got

3 ➜ In presenza / modalità sincrona DDI

Dire agli studenti che sentiranno un annuncio dall'altoparlante e cinque brevi dialoghi o monologhi. Dovranno indovinare il mezzo di trasporto, deducendolo dal contesto.

Audio script 082

1 Final call for Mr Faruq Hamadi, travelling on UK Airlines flight AZ 894 to Cairo. Please come to Gate 23 immediately.

2 Girl Can you take me to this address, please?
Taxi driver Yeah. But it's going to take a long time in this traffic.

3 Boy It's the fastest way to get around the city. Of course, you can't see anything under the ground, but it's definitely the best way to get to my school. I use it every day.

4 Boy Do you go to the stadium?
Driver No. This service doesn't go there. You want the number 65. That stops right outside. Wait here: it's coming in a few minutes.

5 Boy Is it easy to ride that thing?
Girl Yes. It's small so it's easier than riding a motorbike. Anyway, I'm going to go now. See you later.

6 I don't do the driving. But I take all the things out and deliver them. This can carry a lot of things. We visit five or six different supermarkets every day. Anyway, the driver says it's time to go.

Soluzioni:
1 plane; **2** taxi; **3** underground; **4** bus; **5** scooter; **6** lorry

4 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 5** (Means of transport)

Soluzioni: Risposte personali.

FINISHED? → **In presenza** / **modalità sincrona** DDI

Gli studenti scrivono un testo sui trasporti pubblici della loro città. Possono usare le domande dell'esercizio 4 come traccia per la composizione.

Soluzioni: Risposte personali.

Reading

p. 94

Scenic Seattle

1 → **In presenza** / **modalità sincrona** DDI

THINK Gli studenti rispondono alle domande verificando la posizione di Seattle su una mappa degli Stati Uniti e raccogliendo tutte le informazioni possibili su Seattle.

Soluzioni:

1 Seattle is a US city in the state of Washington in the north west of the USA.

2 Risposte personali. Risposta possibile: You can see the Space Needle tower, go to cafés and shops, see a concert at the Key Arena, catch a ferry to an island, visit Victoria in Canada, see orcas, visit the Boeing factory and the Museum of Flight, fly in a seaplane, go to a national park, see a volcano.

2 → **In presenza** / **modalità sincrona** DDI

Gli studenti leggono il testo per verificare le informazioni. Se hanno problemi lessicali, controllano le espressioni nel riquadro *Make it real*.

CULTURE NOTE

Seattle was home to Native Americans for at least 4,000 years before the first permanent European settlers arrived in 1851 and named it 'Seattle', in honour of Chief Si'ahl of the local tribes.
Logging, the business of cutting down trees for their wood, was Seattle's first major industry, but by the late 19th century, the city had become a commercial and shipbuilding centre during the Klondike Gold Rush in Alaska. After World War II, Seattle became a major centre of aircraft manufacturing with the Boeing Company. In the 1980s it developed into a technology centre which included companies like Microsoft (Bill Gates was born in Seattle), the Internet retailer Amazon and the major airline Alaska Airlines. Seattle is also a musical hub, which saw, in the 1900s the settlement of jazz musicians like Ray Charles, Quincy Jones, Ernestine Anderson, rock musician like Jimi Hendrix, and numerous bands.

Study Skill → **In presenza** / **modalità sincrona** DDI

Gli studenti cercano di indovinare le parole mancanti nel testo seguendo i consigli in *Study Skill*. Poi completano i vuoti con l'aiuto dell'esercizio 3.

3 → **Modalità asincrona** DDI

Preliminary Reading Part 5

Completare l'esercizio, leggere il testo e ascoltare la registrazione per il controllo delle risposte.

Audio script 083: vedi Student's Book es. 2

Soluzioni: 1 B; **2** D; **3** D; **4** B; **5** C; **6** D

4 → **In presenza** / **modalità sincrona** DDI

Soluzioni possibili:

1 Because you can save a lot of money on transport.
2 Pike Place and Pioneer Square.
3 You can see real orcas when you get a ferry across the sea to Victoria.
4 You catch it from Lake Union.
5 Because it's very big – it dominates the skyline.
6 Buses go there from the city centre.

Word Work

5 → **Modalità asincrona** DDI

Gli studenti esplorano il linguaggio usato nell'articolo analizzando il significato degli aggettivi e abbinandoli alle frasi.

Soluzioni:
1 incredible, spectacular; **2** historic; **3** trendy; **4** vast; **5** picturesque; **6** exciting, lively; **7** multicultural; **8** green

6 → **In presenza** / **modalità sincrona** DDI

DISCUSS **Preliminary Speaking Part 4, Trinity Speaking Grade 6** (Travel)

Gli studenti lavorano a coppie o in gruppo per rispondere alle domande.

Soluzioni: Risposte personali.

Grammar

p. 95

Prepositions of movement VIDEO DEAFLIX

7 → **Modalità asincrona** DDI

Gli studenti guardano il video e completano le traduzioni.

Grammar Goals p. 183 → **Studio autonomo**

Soluzioni:
1 dopo, oltre; **2** a; **3** attraverso; **4** sopra, al di sopra di; **5** lungo; **6** su

8 → **In presenza** / **modalità sincrona** DDI

Soluzioni:
1 across; **2** from; **3** through; **4** towards; **5** around; **6** past

Prepositions of place (2) VIDEO DEAFLIX

9 → **In presenza** / **modalità sincrona** DDI

Far leggere e tradurre le espressioni elencate.

Grammar Goals p. 183 → **Studio autonomo**

Soluzioni: 1 in; **2** at; **3** at; **4** on; **5** in

10 ➜ **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grades 3 & 7** (Places in the local area; Making suggestions)

Soluzioni: Risposte personali.

Communication

p. 96

Asking for and giving directions VIDEO

1 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti guardano il video e svolgono l'esercizio.

Audio script 084: vedi Student's Book es. 2

Soluzioni: He's in Derby Road and he wants to go to the Valley Sports Centre.

2 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti scelgono l'alternativa corretta e riguardano il video.

Soluzioni:
1 far; **2** way; **3** across; **4** down; **5** turn; **6** along

Key Expressions ➜ **In presenza** / **modalità sincrona** DDI

Far leggere attentamente le domande e le espressioni usate per chiedere e dare indicazioni.

3 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti abbinano le *Key Expressions* ai percorsi illustrati.

Soluzioni:
1 B; **2** G; **3** H; **4** D; **5** A; **6** F; **7** E; **8** C

4 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti leggono e completano i dialoghi. Far notare la nota linguistica con un *false friend* che può generare confusione: *in front of* vuol dire 'davanti a', mentre 'di fronte a' si dice *opposite*.

Soluzioni: **1** get to; **2** straight; **3** as far; **4** through; **5** take the; **6** how to get/the way; **7** take the; **8** past; **9** turn; **10** in front of

5 ➜ **In presenza** / **modalità sincrona** DDI

SPEAKING **Trinity Speaking Grade 3** (Giving very simple directions)

Gli studenti a coppie scelgono due località sulla mappa e si danno indicazioni stradali a vicenda.

Soluzioni: Risposte personali.

FINISHED? ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti scrivono le indicazioni stradali per andare dalla loro casa alla scuola, usando i vocaboli delle *Key Expressions*.

Soluzioni: Risposte personali.

Listening

p. 97

Out with friends

1 **THINK** ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti descrivono le foto.

Soluzioni: Risposte personali.
Risposte possibili: Photo A: They're on a bus (tour) of a city. Photo B: They're in a city. They're trying to find a place. They seem lost.

2 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti ascoltano quattro adolescenti che parlano delle uscite con gli amici e svolgono l'esercizio.

Audio script 085

1, Marcy My friends and I went to Edinburgh for the day. When we arrived, we sat in a square and talked about what to do. Tom, Amy and I wanted to go on a city bus tour, but the others weren't interested. They wanted to walk up to Edinburgh Castle and look at the shops on the way. So I said we should do different things for a couple of hours and meet later in Princes Street Gardens – it's a really nice park. So we all went off and met there later. It was a good idea and everyone had a good time.

2, Rory It was Sam's birthday on Saturday, so we all went into the town centre to a restaurant for lunch and then went to see a film. But it wasn't easy to organise because everyone had different ideas. You know how it is, one person doesn't like horror films, and another person doesn't like sci-fi. And one of our group is vegan, so finding a place to eat was quite difficult. But finally, we made a plan: we decided on pizza (vegan of course!) and then we saw a comedy. Everyone was happy in the end, but it took ages to organise.

3, Sophie We went to Paris by coach on a school trip. On our free day, I went around with three friends, but two of them wanted to go to a famous department store. That's crazy – we've got department stores in London. Maisie and I didn't want to argue with them, so we didn't say anything. But then we all argued about how to get there. We went the wrong way because Kelly refused to ask for directions when we couldn't find it on our phones. There are some amazing places to go in Paris, but we spent the day shopping and getting lost!

4, Tarek I met my friends in town on Saturday afternoon and it was fun, but we always hang out in the same place – we go to the same café in the shopping centre. OK, lots of kids from our school go there at weekends, it's got good ice cream and pizza, and you can go around the shops too. But it's not that interesting, and there are lots of other nice places we could meet. I often say we should try a different place like the market or the park or the cinema or something, but nobody listens to me, or they say something like 'We're all happy here.' It's a bit frustrating.

Soluzioni: A 1; **B** 3

3 → In presenza / modalità sincrona DDI

Gli studenti ascoltano nuovamente l’audio e svolgono l’esercizio.

Soluzioni: 1 Rory; **2** Tarek; **3** Marcy; **4** Sophie; **5** Sophie, Marcy, Tarek; **6** Rory; **7** Marcy; **8** Tarek

4 DISCUSS → In presenza / modalità sincrona DDI

Preliminary Speaking Part 4, Trinity Speaking Grade 4 (Weekend activities)

A coppie, gli studenti si fanno le domande e rispondono. Alla fine, si può fare un sondaggio nella classe per capire quali sono le attività preferite da fare quando si esce con gli amici e come si risolvono di solito i conflitti con gli altri su cosa fare.

Soluzioni: Risposte personali.

Global Goals

p. 98

Educazione civica

11 Sustainable Cities and Communities

11 Sustainable Cities and Communities (Città e Comunità Sostenibili): l’obiettivo prevede di garantire a tutti l’accesso ad alloggi adeguati, sicuri e convenienti e ai servizi di base e di riqualificare i quartieri poveri. Si vuole inoltre garantire a tutti l’accesso a un sistema di trasporti sicuro, conveniente, accessibile e sostenibile, migliorando la sicurezza delle strade, in particolar modo potenziando i trasporti pubblici, con particolare attenzione ai bisogni di coloro che sono più vulnerabili, come donne, bambini, persone con invalidità e anziani. È necessario che le città riducano l’impatto ambientale negativo pro capite, prestando particolare attenzione alla qualità dell’aria e alla gestione dei rifiuti.

1 → In presenza / modalità sincrona DDI

DEBATE Far leggere le cinque affermazioni. Gli studenti discutono a gruppi, poi propongono le loro risposte, ampliando il dibattito a tutta la classe.

Soluzioni: Risposte personali.

2 → In presenza / modalità sincrona DDI

Far leggere attentamente il factfile che risponde alle quattro domande proposte nell’esercizio.

Soluzioni:

1 Piero Gobetti school and the Hannah Arendt school.
2 The Perotti-Ruffo school in Puglia and the school in Goriano Sicoli, Abruzzo.
3 The Hannah Arendt secondary school in Bolzano – because it is underground, and the Goriano Sicoli school in Abruzzo which is in harmony with its surroundings.

READING

3 → In presenza / modalità sincrona DDI

Gli studenti osservano la foto dell’edificio di Milano chiamato Vertical Forest o Bosco Verticale, in fondo a pagina 99, e discutono le caratteristiche delle città ‘verdi’.

Soluzioni possibili:

Characteristics of sustainable cities are: reduced/zero CO_2 emissions and good air quality, use of renewable and efficient energy, lots of green spaces, good clean public transport and bike lanes, good waste management, low water use.

Many cities in the world claim the title of ‘greenest city’. They include: Copenhagen, Stockholm, Berlin, Portland in Oregon (USA). The list changes every year.

4 → Modalità asincrona DDI

Audio script 086: vedi Student’s Book es. 4

5 → In presenza / modalità sincrona DDI

Soluzioni: 1 c; **2** f; **3** b; **4** e; **5** d; **6** a

6 → Modalità asincrona DDI

Soluzioni:

a 70% – global greenhouse gas emissions produced by cities
b 1/5 – the amount of urban carbon emissions that trees and plants absorb
c 1,000,000 – the number of plants in Liuzhou Forest City
d 2007 – the year San Francisco banned plastic bags
e 2025 – the date when Copenhagen plans to become the world’s first carbon neutral capital
f 190 – litres of water San Franciscans use per day
g 45% – people in Copenhagen who go to school or to work by bike
h 900 – the number of trees on the Vertical Forest buildings in Milan
i 300-380 – litres of water Americans use per day.

7 → In presenza / modalità sincrona DDI

CRITICAL THINKING

Soluzioni:

1 Risposte personali.
2-3 Risposte possibili: Trees and green spaces in cities are good for the economy and community. Among other things they:
- absorb rainwater much more efficiently than roads and pavements
- reduce the effect of heat and remove pollutants from the air

- provide areas for the community to come together and enjoy recreational activities, spending time in natural areas also helps reduce stress and improves people's mental health
- provide a place to do sport or other physical activity
- give children a place to play and socialise
- provide a safe natural habitat for animals.

4-6 Risposte personali.

WRITING

8 ➜ **Modalità asincrona** **DDI**

Aiutare gli studenti a scrivere una traccia in classe. Poi assegnare il lavoro scritto come compito a casa.

Soluzioni: Risposte personali.

DIGITAL COMPETENCES ➜ **Modalità asincrona** **DDI**

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.
Suggerire agli studenti di guardare il TED Talk *How to grow fresh air* di Kamal Meattle, il quale spiega che tre piante possono aumentare notevolmente l'ossigeno in luoghi chiusi con grandi benefici per la salute: *arica plant*, *mother-in-law's tongue* e *money plant*.

Unit 8 YOUR STYLE

p. 100

OBJECTIVES

Communicative competences
Talking about clothes, accessories and fashion
Making comparisons
Shopping for clothes

Grammar
too, (not) enough + adjectives
Comparative adjectives
Superlative adjectives

Vocabulary
Clothes
Accessories

Reading
Crazy about cosplay
Trendsetters
How not to be a slave to fast fashion

Listening
Six people talking about accessories
Interview with a jewellery designer
Conversation in a clothes shop (video)
Teenagers talking about clothes and fashion (video)

Speaking
Talking about gaming or cosplay events
Talking about clothes for different occasions
Comparing celebrities
Talking about accessories
Discussing fashion trendsetters
Using superlatives to describe clothes, possessions, etc.
Having a conversation in a clothes shop
Debating famous designers' advice
Discussing eco-fashion

Writing
Writing about fashionable celebrities and popular fashions
Writing a dialogue in a clothes shop
Writing a short text about buying eco-friendly clothes

Global Goals
12 Responsible Production and Consumption

Critical thinking
Discussing fast fashion and practical abilities

Digital competences
Watching the Green Carpet Fashion Awards online and answering some questions

Pronunciation
Sentence stress: the schwa /ə/

1 ➜ **In presenza / modalità sincrona** **DDI**

THINK Discutere con la classe e verificare quanti studenti sanno che cos'è il fenomeno del cosplay.

2 ➜ **In presenza** / **modalità sincrona** DDI VIDEO

Leggere il testo, ascoltare la registrazione e guardare il video.

Audio script 087: vedi Student's Book es. 2

Soluzioni: Cosplay is dressing up as a comic, film or video game character. Cosplayers often go to gaming and entertainment conventions like Comic-Con.

3 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti rileggono il testo e rispondono alle domande.

Soluzioni:
1 You can find out about the latest comics, video games and films, and you can see celebrities.
2 She was Kassandra, from *Assassin's Creed, Odyssea.*
3 Because it's expensive to buy costumes and it isn't cool to do that either.
4 She's using some red boots, an old motorbike jacket and trousers.
5 Ryan Reynolds and Scarlett Johansson.
6 It's a very big event, and she's posing for selfies.

CULTURE NOTE

Assassin's Creed is a video game series where the characters have to hit targets using combat skills and exploiting the environment.

Ryan Reynolds is a Canadian actor, born in Vancouver in 1976. His most successful films are *Deadpool* (2016) and *Deadpool* 2 (2018).

Scarlett Johansson is a very famous American actress of Danish heritage, born in New York in 1984. Famous films: *The Horse Whisperer* (1998), *Lost in Translation* (2003), *Iron Man* (2010), *The Avengers* (2012), *Captain America: The Winter Soldier* (2014), *Captain America: The Civil War* (2016). *Avengers: Endgame* (2019), *Black Widow* (2021).

4 ➜ **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 5** (Festivals; Giving reasons)

Soluzioni: Risposte personali.

Vocabulary

p. 101

Clothes VIDEO

5 ➜ **Modalità asincrona** DDI

Gli studenti ascoltano l'audio e svolgono l'esercizio.

Audio script 088

Ice is wearing a grey hoodie, a T-shirt, light brown shorts, white and blue socks and trainers.
Nick is wearing a long dark grey coat, a light blue shirt, light grey trousers, socks and brown shoes.
Elysia is wearing a red jumper, a black skirt, tights, and black boots.

Soluzioni:
Ice: hoodie; T-shirt, shorts; socks; trainers
Nick: coat; shirt; trousers; socks; shoes
Elysia: jumper; skirt; tights; boots

Word Work

6 ➜ **Modalità asincrona** DDI

Gli studenti imparano aggettivi per descrivere gli abiti.

Soluzioni: 1 d; **2** c; **3** e; **4** a; **5** b

Grammar

p. 101

too, (not) enough + adjectives

7 ➜ **Modalità asincrona** DDI

Grammar Goals p. 192 ➜ **Studio autonomo**

Soluzioni: 1 excess; **2** sufficient; **3** insufficient

8 ➜ **In presenza** / **modalità sincrona** DDI

Soluzioni: 1 not trendy enough; **2** too baggy **3** big enough; **4** easy enough; **5** too slow; **6** strong enough; **7** not determined enough; **8** not fast enough; **9** not warm enough; **10** too cold

9 ➜ **In presenza** / **modalità sincrona** DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 6** (Fashion)

A coppie, gli studenti descrivono gli abiti che indossano nelle diverse occasioni.

Soluzioni: Risposte personali.

Grammar in context

p. 102

1 ➜ **In presenza** / **modalità sincrona** DDI

Far leggere e ascoltare il testo. Gli studenti completano le frasi.

Audio script 089: vedi Student's Book es. 1

Soluzioni:
1 jewellery, accessories; **2** boxes, paper and old CDs

Comparative adjectives VIDEO DEAFLIX

2 ➜ **Modalità asincrona** DDI

Gli studenti guardano il video e completano la tabella.

Grammar Goals p. 192 ➜ **Studio autonomo**

Soluzioni: 1 thinner; **2** shinier; **3** more creative; **4** better

3 ➜ **In presenza** / **modalità sincrona** DDI

Soluzioni: 1 more casual; **2** bigger; **3** better; **4** more expensive; **5** trendier; **6** further / farther; **7** more important; **8** brighter; **9** colder; **10** easier

4 ➜ In presenza / modalità sincrona DDI

Gli studenti devono interpretare il significato di ogni frase per riscriverla secondo le indicazioni tra parentesi.

Soluzioni:
1. My phone is less up-to-date (than yours).
2. Trainers are more comfortable than shoes.
3. This *Mission Impossible* film is as good as the last one.
4. Max is taller than (his brother) Josh.
5. This sports shop isn't as far from my house as the other sports shop.
6. I'm usually less interested in football than you.

5 ➜ In presenza / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Expressing simple comparisons)

Soluzioni: Risposte personali.

Vocabulary & Listening

p. 103

Accessories

1 ➜ Modalità asincrona DDI

Gli studenti svolgono l'esercizio di abbinamento e ascoltando l'audio per il controllo delle risposte.

Audio script e soluzioni 090

1 necklace; **2** belt; **3** tie; **4** bag; **5** gloves; **6** earphones; **7** ring; **8** sunglasses; **9** scarf; **10** hat

2 ➜ In presenza / modalità sincrona DDI

Gli studenti che sentiranno cinque brevi dialoghi e dovranno identificare gli accessori.

Audio script 091

1 Boy What are you looking for, Mum?
Mum I can't find my ring. I put it on the table when I did the washing-up.
Boy There it is.
Mum Oh yes, thanks Toby. I think I need glasses!
2 Girl Do you like this necklace? It's a birthday present from my friend Stephanie.
Boy Yeah, it's cool. It goes well with your new earrings.
3 Boy It's really cold out here. I'm going inside.
Girl It isn't as bad as that!
Boy It's OK for you! You're wearing a coat, scarf and a woolly hat. I've only got this jacket on, and it's lighter than your big coat.
4 Boy I can't find my earphones.
Girl Did you put them in your bag ... when we went through security at the airport?
Boy Oh yes. Phew! They're in here.
5 Man Do I look OK for the interview?
Woman Well, the jacket and trousers are smart. And that tie is nice. But you shouldn't wear your sunglasses during the interview.
Man Yes, I know that! Obviously, I'm going to take them off when I get there!
Woman OK ... right. Sorry!

Soluzioni: 1 ring, glasses; **2** necklace, earrings; **3** scarf, hat; **4** earphones, bag; **5** tie, sunglasses

3 ➜ In presenza / modalità sincrona DDI

Gli studenti devono scrivere i nomi degli accessori indovinandoli dal contesto.

Soluzioni: 1 fitness tracker; **2** watch; **3** ring; **4** bracelets; **5** belt; **6** bag

4 ➜ In presenza / modalità sincrona DDI

Dire agli studenti che sentiranno un'intervista e dovranno identificare come Emily vende i gioielli.

Audio script 092

A Emily Desjardins, from Montreal, Canada, started an online jewellery business when she was at high school. Now she's the winner of this year's *Young Entrepreneur of Quebec* award. Welcome, Emily.
B Thanks.
A So ... why did you start making jewellery?
B Well, because I enjoyed it. At first, it was just a hobby. I made things like bracelets, rings and earrings –to wear and give to friends as presents. Then three years ago, I got a place at Berkeley University, in California. But studying in the USA costs a lot of money ... it was too expensive for my parents to pay. So I started selling jewellery to help make some money.
A Was it easy?
B No, it wasn't as easy as I hoped. I visited accessory shops around Montreal ... but people were less interested than I expected. Nobody wanted to sell my jewellery. So I started a website, Desjardins Jewellery, and put my products on it. Nothing happened at first ... because thousands of people are trying to sell things online. Then a few months later, one of Canada's top fashion bloggers saw my jewellery designs. He loved them, and wrote a blog about me.
A So people became more interested in your work?
B Yes. I started getting messages from people all over Canada and the USA. Now I sell lots of my jewellery on my website, and I also sell it directly to the public at weekend markets.
A But not in ordinary shops?
B No. I can make as much as $ 80,000 a year from my online and direct sales. That's twice as much as my university fees!
A And you still make everything at home?
B Yes, but when the business became bigger and more successful, I was too busy to do everything and study. So two old school friends work with me now.
A Maybe some of our listeners want to sell something they make online. Have you got any tips for them?
B Yes. First of all, your product should be more original than similar products – different enough for people to notice you. Also, you should definitely learn to take good photos. You can't sell anything online if your photos aren't good enough.

Soluzioni: b and d.

5 → **In presenza** / modalità sincrona DDI

Soluzioni possibili:
1 She enjoyed it. **2** Studying at university. **3** A top fashion blogger / A Canadian fashion blogger. **4** $80,000 (a year). **5** Two old school friends. **6** To take good photos.

6 → **In presenza** / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 6** (Fashion)

Soluzioni: Risposte personali.

Study Skill → **In presenza** / modalità sincrona DDI

Far notare che è facile rispondere alle *Wh- questions* dando informazioni in dettaglio, ma è più difficile dare risposte complete ed estese alle *Yes/No questions*. Consigliare agli studenti di esercitarsi a pensare a informazioni extra che possono interessare il loro interlocutore.

Reading

p. 104

Trendsetters

1 → **In presenza** / modalità sincrona DDI

THINK Gli studenti osservano le foto e il titolo e scelgono il tema dell'articolo.

Soluzioni: Answer b.

2 → **In presenza** / modalità sincrona DDI

Gli studenti leggono il testo per verificare la loro risposta. Se hanno dubbi lessicali, controllano le espressioni nel riquadro *Make it real*.

Audio script 093: vedi Student's Book es. 2

CULTURE NOTE

Harry Styles is a British singer, song-writer and actor, born near Birmingham in 1994. He began as a member of the boy band One Direction. His first solo album which contained *Sign of the Times*, became one of the best-selling albums of the year in the British and American charts. In 2017 he began his acting career when he starred in *Dunkirk*.

Rami Malek is an American actor of Egyptian heritage, born near Los Angeles in 1981. He became famous with his role in *Mr Robot* (2015) and in the role of Freddy Mercury in the hugely successful *Bohemian Rhapsody* (2018).

Cara Delevigne is an English model, actor and singer, born in London in 1992. She began modelling when she was ten years old, and has modelled for Burberry, Tod's and Yves Saint Laurent amongst others. Her first film role was in *Anna Karenina* (2012). Other films include *Tulip Fever* (2017) and *London Fields* (2018).

Word Work

3 → **In presenza** / modalità sincrona DDI

Gli studenti controllano la loro comprensione dei termini relativi alla moda usati nell'articolo.

Soluzioni: 1 c; **2** d; **3** b; **4** f; **5** e; **6** a

4 → Modalità asincrona DDI

Preliminary Reading Part 3, INVALSI Reading Multiple choice

Soluzioni: 1 C; **2** B; **3** A; **4** B; **5** B

5 → **In presenza** / modalità sincrona DDI

DISCUSS **Preliminary Speaking Part 4, Trinity Speaking Grade 6** (Fashion; Expressing opinions)

Soluzioni: Risposte personali.

Grammar

p. 105

Superlative adjectives

VIDEO DEAFLIX

6 → Modalità asincrona DDI

Gli studenti guardano il video e completano la tabella.

Grammar Goals p. 193 → Studio autonomo

Soluzioni:
1 the biggest; **2** the trendiest; **3** the most unusual; **4** the best

7 → **In presenza** / modalità sincrona DDI

Soluzioni:
1 Which Italian celebrity wears the trendiest clothes?
2 Which is your least favourite month of the year?
3 Who is the tallest person in your class?
4 What is your most important possession?
5 Which Italian city has the largest population?
6 What is the best TV series on TV at the moment?
7 Who is the funniest person in your class?
8 Who is the nicest person you know?

8 → **In presenza** / modalità sincrona DDI

SPEAKING **Preliminary Speaking Part 4, Trinity Speaking Grade 4** (Expressing simple comparisons)

Soluzioni: Risposte personali.

FINISHED? → **In presenza** / modalità sincrona DDI

Gli studenti scrivono un breve testo sulla moda e sullo stile di persone italiane celebri e sulle preferenze dei propri amici.

Extra activity → **In presenza** / modalità sincrona DDI
In groups, ask each other questions to find out this information:
the youngest student

the student with the biggest family
the student who lives closest to the school
the student who gets up the earliest
the student who goes to bed the latest.
Then report the answers to the class.

Extra activity → In presenza / modalità sincrona DDI
Work in groups. Tell each other about:
- **your emotions**
The most frightened I've ever been …
The happiest moment I've ever had …
- **your musical experiences**
The best concert I've ever been to …
The worst song I've ever heard …
- **people and places in your life**
The most cheerful person I know is …
The funniest situation I've been in …

Communication

p. 106

Shopping for clothes

1 → In presenza / modalità sincrona DDI

Gli studenti guardano il video e svolgono l'esercizio.

Soluzioni: The red one.

2 → In presenza / modalità sincrona DDI

Gli studenti completano il dialogo e riguardano il video.

Audio script 094

Leia Do you mind if I look in here, Ryan?
Ryan No, go ahead.
Assistant Hi, can I help you?
Leia Yes, thanks. Have you got this top in any other colours?
Assistant What size are you?
Leia Small, I think.
Assistant OK, we've got it in blue, red and pink.
Leia Great. Can I try on all three, please?
Assistant Yes, of course. The changing rooms are over there.
Leia Great. I'll be five minutes, Ryan.
Ryan OK. Take your time.

***

Ryan How's it going, Leia?
Lucy Well, I don't really like the blue top. The pink one is nicer but it's a bit tight, so I think the red one's the best. What do you think?
Ryan Yes, I think you look good in it. It suits you.
Leia Great, I'll take it then.

***

Assistant Do you need a bag?
Leia No, thanks.
Assistant Right. That's £16.50 then, please.
Leia OK.
Assistant And here is your change and receipt.

Soluzioni:
1 help; **2** size; **3** try on; **4** changing rooms; **5** nicer;
6 good; **7** bag; **8** change

Key Expressions → In presenza / modalità sincrona DDI

Far leggere attentamente le domande e le espressioni usate in un negozio di abbigliamento.

3 → In presenza / modalità sincrona DDI

SPEAKING **Trinity Speaking Grade 4** (Shopping)

Si tratta di dialoghi guidati: due si svolgono in un negozio di abbigliamento e uno in un negozio di scarpe. Gli studenti svolgono le conversazioni oralmente a coppie.

Soluzioni possibili:
1 A Can I help you?
B I'd like to try this T-shirt on. Where are the changing rooms?
A They're over there.
B It's too small. Have you got a bigger size/a large?
A I'm sorry. We haven't got it in a bigger size.
B I'll leave it then. Thanks.

2 A Excuse me. What do you think of this jumper?
B Yes, it looks great on you.
A I'll take it.
B That's £29.99, please. Do you need a bag?
A Yes, please.

3 A Have you got these shoes in black?
B What size are you?
A I'm a…
B Sorry, I've only got that size in other colours.
A What colours have you got?
B I've got … .
A I don't like… . Have you got these boots in my size?

FINISHED? **→ In presenza / modalità sincrona DDI**

Gli studenti scrivono uno dei dialoghi che hanno svolto nell'Esercizio 3, aggiungendo dettagli.

Teen Talk

p. 107

Clothes and fashion

1 → In presenza / modalità sincrona DDI

I video Teen Talk consistono in brevi video-interviste per strada a una serie di adolescenti britannici. I ragazzi rispondono a sei domande legate ai temi delle due unità precedenti. Ogni video ha una durata di 4-5 minuti circa. Per aiutare nella visione e nella comprensione, è possibile fare ricorso ai sottotitoli.
Prima di vedere il video, leggere le domande dell'esercizio, in modo che gli studenti si concentrino su una comprensione generale e sulle risposte alle domande poste.

Video script

1 What are you wearing today?

Esther I'm wearing a red T-shirt, with black denim jeans and some Vans.

Jessica I'm wearing a pair of mum jeans with this lovely beige jumper and a red top.

Oscar Today I have on my winter jacket, my jumper and my hat and glasses.

Adam Today I'm wearing a white hoodie, a white T-shirt, a big puffer jacket, some skinny jeans and some shoes.

Shelby Today I'm wearing a blue T-shirt with a black jacket and my black coat and my jeans.

2 What's your favourite item of clothing?

Oscar I think it might be the hat. It's my favourite item.

Shyanne My favourite item of clothing are bandanas because they're so versatile and they come in all different colours and I like to match them with my outfits.

Courtney My favourite item of clothing is probably jackets or coats because I just feel like they complete the look.

Morena My favourite item of clothing are probably jeans because I find them quite comfortable.

Jack My favourite item of clothing is my coat that I'm wearing because it keeps you warm and it also keeps the rain out.

Adam One of my favourite items of clothing is my coat because it's really fashionable and I like how it goes with my outfit.

Jessica I have quite a wide range of mum jeans. I think they're my favourite, just cos they're comfortable but still stylish.

3 Where do you usually buy your clothes? Why?

Daniel I usually go shopping (for) clothes at the shopping mall, shopping centres because of how easy and convenient they are to buy, really.

Adam I usually go shopping for my clothes at a shopping centre because I find it easier to find what I like, or if I don't find what I like, I look online.

Jessica I normally go to the town centre to buy my clothes or I buy them online, just because it's quite quick and convenient.

Oscar I usually buy my clothes in vintage shops. I just love finding old-fashioned clothing.

Esther I love to shop in person in shopping centres because I find it easy to try on clothes, rather than online, because you don't really get to do that.

4 How often do you buy clothes?

Oscar I don't buy clothes very often.

Morena I don't buy clothes that often. I usually have hand-me-downs.

Bradley I don't often buy clothes. It's not one of my favourite things to do.

Courtney I buy clothes probably twice a month, maybe, … yeah.

Jessica I'd say I buy clothes probably once a month.

Shyanne I buy clothes maybe three times a month. I like to do a lot of shopping, which is bad cos I spend a lot of money. But… yeah.

Shelby I probably buy clothes at least once a month.

5 What do you usually wear to school? Has your school got a school uniform or dress code?

Shelby The school does have a dress code. Obviously, as a sixth-former it's different. It's more casual, but formal, so mine is usually a casual skirt and a nice T-shirt to go with it.

Adam We don't have a dress code. We wear clothes that are smart or casual.

Esther My school has an 'all black' policy, so I have to wear all black clothes.

Bradley My school does not have a school uniform because they want us to be us.

Courtney Yes, my school has got a school uniform. It's a grey skirt, with black shoes, a navy blazer and just a white shirt and a tie.

6 Do you follow celebrity fashion?

Bradley No, I don't follow celebrity fashion because there's no point.

Amber I have to say I don't really follow celebrity fashion. I do follow celebrities, but celebrity fashion per se, not really.

Shyanne Sometimes. I try not to all the time because I feel it's not always suited to me and I would rather wear stuff that I feel comfortable in.

Jessica I wouldn't say I follow celebrity fashion. I think I follow the latest trends in fashion, but if I want to wear something different, I won't be afraid to.

Oscar I don't follow celebrity fashion as much as I probably should.

Jack No, I don't follow celebrity fashion because I don't see the point in following, like, high-end brands, when to be fair, you can probably get the same things for a much cheaper price.

Adam No, but I look on social media for streetwear clothing.

Soluzioni:

1 Shyanne. Because she spends a lot of money.
2 No, they don't. Only Shyanne says she follows it sometimes.

2 → In presenza / modalità sincrona DDI

Far vedere il video una seconda volta per svolgere l'esercizio 2, che richiede una comprensione più puntuale, soprattutto di alcune parole. Ricordare agli studenti di usare il *video glossary* in fondo alla pagina per avere un aiuto con le parole difficili.

Soluzioni:

1 top; **2** T-shirt; **3** hat; **4** jeans; **5** online; **6** vintage; **7** twice; **8** black; **9** skirt, shoes; **10** trends

3 → In presenza / modalità sincrona DDI

DISCUSS Preliminary Speaking Part 4, Trinity Speaking Grade 6 (Fashion)

A coppie, gli studenti si fanno le domande e rispondo in maniera personale.

Soluzioni: Risposte personali.

Global Goals

p. 108

Educazione civica

12 Responsible Consumption and Production

12 Responsible Consumption and Production (Consumo e Produzione Responsabili): Il consumo e la produzione sostenibile puntano a 'fare di più e meglio con meno', aumentando i benefici tratti dalle attività economiche, attraverso la riduzione dell'impiego di risorse, del degrado e dell'inquinamento nell'intero ciclo produttivo.
È necessario per questo un approccio sistematico e cooperativo dal produttore fino al consumatore, che deve venire coinvolto in iniziative di sensibilizzazione al consumo e a stili di vita sostenibili. Entro il 2030, bisogna ridurre in modo sostanziale la produzione di rifiuti attraverso la prevenzione, la riduzione, il riciclo e il riutilizzo. In tutti i campi, dall'abbigliamento all'alimentazione, si deve raggiungere la gestione eco-compatibile di tutti i rifiuti e ridurre sensibilmente il loro rilascio in aria, acqua e suolo per minimizzare il loro impatto negativo sulla salute umana e sull'ambiente.

1 ➜ In presenza / modalità sincrona DDI

DEBATE Far leggere le due affermazioni. Gli studenti discutono a gruppi, poi propongono le loro risposte, ampliando il dibattito a tutta la classe.

Soluzioni: Risposte personali.

2 ➜ In presenza / modalità sincrona DDI

Far leggere attentamente il factfile che risponde alle quattro domande proposte nell'esercizio.

Soluzioni:
1. Fast fashion is the production of the latest fashions quickly and cheaply.
2. 80 billion.
3. It has a strong impact on the environment and it is the second most polluting industry in the world – responsible for 10% of humanity's carbon emissions.
4. It comes from the micro-plastics in synthetic fibres when we wash them.

READING

3 ➜ In presenza / modalità sincrona DDI

Gli studenti discutono come si può ridurre l'impatto ambientale della moda usa e getta.

Soluzioni: Risposte personali.

4 ➜ Modalità asincrona DDI

Gli studenti ascoltano e leggono l'articolo, anche con l'aiuto delle espressioni nel riquadro Glossary.

Audio script 095: vedi Student's Book es. 4

Soluzioni:
Swap with friends.
Buy second-hand / vintage.
Rent clothes for special occasions.
Recycle your clothes.

5 ➜ Modalità asincrona DDI

Soluzioni: **1** d; **2** f; **3** c; **4** b; **5** a; **6** e

6 ➜ In presenza / modalità sincrona DDI

CRITICAL THINKING

Soluzioni: Risposte personali.

WRITING

7 ➜ Modalità asincrona DDI

Aiutare gli studenti a scrivere una traccia in classe. Poi assegnare il lavoro scritto come compito a casa.

Soluzioni: Risposte personali.

DIGITAL COMPETENCES ➜ Modalità asincrona DDI

L'attività online può essere assegnata come compito a casa o può essere svolta in classe se c'è tempo alla fine della lezione e se gli strumenti tecnologici sono disponibili.

Soluzioni: The Awards were established in 2017 by the National Chamber of Italian fashion. They reward the commitment of fashion houses to sustainability, while preserving the heritage and authenticity of small-scale producers.
The Association of Venetian Gondoliers received the Eco Stewardship Award for its use of responsibly sourced Australian merino wool in the iconic uniform of its gondoliers.

Listening & Life Skills 7-8 p. 110

Self-confidence

OBJECTIVES

Communicative competences
Understanding the concept of self-confidence

Listening
An experiment in self confidence

Reading
Are you sure of yourself?

Speaking
Discussing confidence in yourself

1 THINK ➜ **In presenza** / **modalità sincrona** DDI

A coppie, gli studenti discutono se il loro abbigliamento li aiuta ad avere fiducia in stessi.

Soluzioni: Risposte personali.

2 ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti ascoltano il discorso di uno stilista sull'autostima e sicurezza di sé che ci viene dagli abiti che indossiamo, e scelgono il commento corretto.

Audio script 096

My name's Finn Parrey and I'm a fashion designer. Today, I want to look at how our clothes can change how we feel. For example, did you know that when football teams wear red, they generally play better? The team in red actually statistically has a better chance of winning, even if it's only a small difference. I'm happy about that because my team, Manchester United, wear red shirts! Experts think players feel more confident in red because it's a strong colour. Other colours can make you feel relaxed. So our clothes and colours can influence how we feel.
In an experiment in the USA, psychologists gave two groups of people identical white laboratory coats. They told one group they were doctors' coats and they told the other group they were artists' coats. Then they gave both groups the same activities to do – things like finding small differences between two pictures – and the two groups reacted differently. The 'doctors' group was very serious and more concentrated than the artists group, and they made fewer mistakes. This is because we consider doctors to be serious people. The groups were influenced by what they believed about the coats. This demonstrates that our perception of clothes can also change what we think and how we behave.
Another example is school uniform. Lots of students hate them for obvious reasons – they aren't very trendy, but actually, I think school uniforms can be a positive thing, because they make everyone equal. Nobody can feel better than anyone else just because they've got more expensive clothes. A uniform can also make you feel part of a group and that's positive. Now, imagine you're going to meet your friends, but your favourite jeans are in the washing machine. You wear something else that you don't really like... and what happens? You feel less confident because you don't feel completely comfortable in your clothes. It's important to know that can also happen if we try to dress like our favourite celebrities: their style doesn't actually suit us, and then we feel uncomfortable and lose confidence.
So in the end, looking good isn't about buying things from the most expensive shops. It's about the clothes and colours that you look and feel good in – because these show your personality and your interests. So choose clothes that are right for you, and don't...

Soluzioni: c

3 ➜ **In presenza** / **modalità sincrona** DDI

Preliminary Listening Part 3

Gli studenti ascoltano di nuovo il discorso dello stilista e completano le informazioni.

Soluzioni: **1** better; **2** more confident; **3** white laboratory; **4** artists' coats; **5** concentrated; **6** a group; **7** comfortable; **8** your personality

4 THINK ➜ **In presenza** / **modalità sincrona** DDI

Gli studenti leggono il questionario e scelgono le loro risposte. Poi ne discutono in coppia.

Soluzioni:
Risposte personali. Le risposte A indicano che si dà importanza all'opinione degli altri. Le risposte B indicano un atteggiamento indipendente e sicuro di sé.

5 DISCUSS ➜ **In presenza** / **modalità sincrona** DDI

Trinity Speaking Grade 8 (Expressing emotions)

Gli studenti leggono i consigli per sviluppare fiducia in se stessi e per avere un atteggiamento positivo. Poi completano le frasi in modo personale e ne discutono in coppia.

Soluzioni: Risposte personali.

Spotlight on Culture 7-8 p. 111

The Tube

OBJECTIVES

Communicative competences
Exploring facts about the London Tube

Reading
The Tube

Speaking
Discussing the underground around the world

1 THINK → **In presenza** / **modalità sincrona** DDI

Soluzioni: Because the first tunnels were tubular.

2 → **Modalità asincrona** DDI

Leggendo o ascoltando il testo, ricordate agli studenti che in inglese le migliaia si separano con una virgola e che il punto viene usato invece per i decimali.

Audio script 097: vedi Student's Book es. 2

Soluzioni: a 1863 – the year the underground railway opened; **b** 500,000 – the number of mice who live in the Underground; **c** 45% – the percentage of the Underground which is actually underground; **d** 5,000,000 – the number of passenger journeys made every day on the Tube; **e** 1,200 – the number of things that people leave behind on the Tube every day; **f** 60,000 – the number of people who use Waterloo station during the morning rush hour; **g** 49 – the number of stations on the Central line; **h** 74 – the length in km of the Central line)

3 → **In presenza** / **modalità sincrona** DDI

Soluzioni: 1 A steam train. **2** 38,000. **3** 5½ kilometres. **4** Because it doesn't reflect the real geography of London. **5** Because it's really busy during rush hour. **6** It's 74 km. **7** During the Second World War to avoid the bombs. **8** False teeth and drum kits.

4 SPEAKING → **In presenza** / **modalità sincrona** DDI

Soluzioni: 1 Risposte personali. **2** Milan (Italy's longest underground 89.4 km, four lines), Naples (53 km, six lines), Rome (38 km, two lines), Turin (13.2 km, one line), Brescia (13.7 km, one line), Genoa (5.3 km, one line), Catania (3.8 km - the smallest in the world with only six stations and one line). **3** Other famous undergrounds include: Stockholm, Sweden with its art and themed stations; Moscow's underground has marble floors and is one of the longest in the world; Tokyo famed for its modernity and efficiency; New York has more than 450 stations, murals on the walls and musicians playing, it also operates 24/7; Paris's underground extends for 130 miles.

Summative Revision 7-8 p. 112

OBJECTIVES

Revising vocabulary
Shops and places in town
Transport
Clothes and Accessories

Revising grammar
should, shouldn't
be going to
too / (*not*) *enough*
Comparatives and superlatives

1 → **Studio autonomo**

Soluzioni:
1 park; **2** library; **3** chemist's; **4** newsagent's; **5** café; **6** post office; **7** clothes shop; **8** hospital; **9** restaurant; **10** police station.

2 → **Studio autonomo**

Soluzioni:
1 e; **2** a; **3** b; **4** c; **5** f; **6** d

3 → **Studio autonomo**

Soluzioni: 1 trousers, hoodie; **2** top, shorts; **3** jumper, shirt; **4** skirt, sandals; **5** dress, shoes; **6** scarf, gloves; **7** earrings, bracelet; **8** fitness tracker, earphones

4 → **Studio autonomo**

Soluzioni:
1 should leave; **2** shouldn't listen; **3** shouldn't worry; **4** Should we buy; **5** should try

5 → **Studio autonomo**

Soluzioni:
1 I'm going to visit Australia at Christmas.
2 How long are you going to stay?
3 We're going to stay in Sydney for ten days.
4 It's going to be very warm there in December.
5 Are you going to go to the beach?
6 No, we aren't going to have enough time.
Intentions 1, 2, 3 & 5; Predictions: 4 & 6.

6 → **Studio autonomo**

Soluzioni:
1 aren't big enough; **2** too short; **3** too young; **4** not tall enough; **5** not stupid enough

7 → **Studio autonomo**

Soluzioni:
1 older than; **2** the oldest; **3** the least patient; **4** better than; **5** the most talented

8 → Studio autonomo

Soluzioni:
1 trendier; **2** store; **3** should I; **4** shouldn't; **5** too bright; **6** plain; **7** smart enough; **8** going to give; **9** buses; **10** to; **11** far; **12** old enough; **13** on; **14** shortest; **15** along; **16** ride; **17** safest; **18** should; **19** sports shop; **20** by

9 → Studio autonomo

Soluzioni:
1 get into; **2** get off; **3** through; **4** miss; **5** enough; **6** less; **7** further; **8** as; **9** trendiest; **10** shouldn't; **11** more; **12** over

10 → Studio autonomo

Soluzioni:

1 I saw *Blade Runner 2049* on TV last night.
2 I enjoy going skiing in winter.
3 There aren't any interesting places to go in this town.
4 That's our computer – can you give it to us, please?
5 I hardly ever get up early on Sundays.
6 Skiing isn't as dangerous as snowboarding.
7 Are you going to visit your aunt next weekend?
8 I'm busy – I'm doing my homework.

11 → Studio autonomo

Soluzioni:
1 on; **2** in; **3** in; **4** on; **5** up; **6** from; **7** to; **8** past; **9** in; **10** over; **11** off; **12** at

12 → Studio autonomo

Soluzioni:
1 a; **2** a; **3** c; **4** a; **5** b; **6** c

Goals A2

Answer keys & Audio scripts

- Workbook
- Resource Banks

Starter A–C

p. 114

Vocabulary > Word list

Starter A

1

Cardinal numbers

zero *zero*, one *uno*, two *due*, three *tre*, four *quattro*, five *cinque*, six *sei*, seven *sette*, eight *otto*, nine *nove*, ten *dieci*, eleven *undici*, twelve *dodici*, thirteen *tredici*, fifteen *quindici*, nineteen *diciannove*, twenty *venti*, twenty-one *ventuno*, thirty-four *trentaquattro*, forty-two *quarantadue*, fifty *cinquanta*, a/one hundred *cento*, a/one hundred and five *centocinque*, a thousand *mille*

The time

am *del mattino*, pm *del pomeriggio*, in the morning *di mattina*, in the afternoon *di pomeriggio*, in the evening *di sera*, at night *di notte*, (two) o'clock (*due*) *in punto*, paste (*dopo*), half past *e mezzo*, quarter past *e un quarto*, quarter to *un quarto alle*, to *alle* (*prima*), *meno*

Starter B

Days of the week

Monday *lunedì*, Tuesday *martedì*, Wednesday *mercoledì*, Thursday *giovedì*, Friday *venerdì*, Saturday *sabato*, Sunday *domenica*

Months

January *gennaio*, February *febbraio*, March *marzo*, April *aprile*, May *maggio*, June *giugno*, July *luglio*, August *agosto*, September *settembre*, October *ottobre*, November *novembre*, December *dicembre*

Seasons

spring *primavera*, summer *estate*, autumn *autunno*, winter *inverno*

Ordinal numbers

first *primo*, second *secondo*, third *terzo*, fourth *quarto*, fifth *quinto*, sixth *sesto*, seventh *settimo*, eighth *ottavo*, ninth *nono*, tenth *decimo*, twelfth *dodicesimo*, thirteenth *tredicesimo*, fifteenth *quindicesimo*, nineteenth *diciannovesimo*, twentieth *ventesimo*, twenty-first *ventunesimo*, thirtieth *trentesimo*, fortieth *quarantesimo*, fiftieth *cinquantesimo*, seventy-sixth *settantaseiesimo*, one hundredth *centesimo*

Starter C

The classroom

bin *cestino*, board *lavagna*, calculator *calcolatrice*, chair *sedia*, clock *orologio* (*da parete*), desk *banco*, dictionary *dizionario*, door *porta*, eraser *gomma per cancellare*, exercise book / notebook *quaderno*, floor *pavimento*, map *mappa*, *carta/cartina* (*geografica*), pen *penna*, pencil *matita*, pencil case *astuccio*, ruler *righello*, wall *parete*, window *finestra*

Vocabulary & Grammar practice

Starter A

Vocabulary

1 **1** ninety, **2** sixteen, **3** seven, **4** a/one hundred and thirty-six, **5** fifty-four, **6** thirteen

2 **1** It's six o'clock., **2** It's half past seven. / It's seven-thirty., **3** It's twenty to four., **4** It's quarter past nine. / It's nine-fifteen., **5** It's ten to eleven., **6** It's twenty-five to twelve., **7** It's twenty past seven., **8** It's quarter to seven.

Grammar

3 **1** am / 'm, **2** isn't, **3** are, **4** are, **5** isn't, **6** is / 's, **7** 'm not, **8** aren't

4 **1** Orla isn't fifteen., **2** I'm not from London., **3** Ben and Max aren't in my class., **4** I'm not in Room 10., **5** We aren't friends., **6** Ms West isn't the teacher., **7** You aren't late., **8** It isn't 4 o'clock.

5 **1** My, it, **2** his, **3** They're, **4** Her, **5** You're, **6** We, **7** Our, **8** He's

6 **Audio script** 098

1 Is her mum a teacher?
2 His school is very old.
3 Kate is my friend. We are friends.
4 I am from Brescia.
5 Kim and Raj are at school. They are students.
6 They aren't in their classroom today.
7 Mr Khan is our teacher.
8 Your dog is very small.

1 her **2** His **3** We **4** I **5** They **6** their **7** our **8** Your

7 **1** that, **2** This, **3** these, **4** Those, **5** This/That, **6** These, **7** that, **8** those

Starter B

Vocabulary

8 **Audio script 099**: vedi Workbook es. 8

1 Q, **2** O, **3** R, **4** P, **5** F

9 **1** Wednesday, **2** autumn, **3** July, **4** Sunday, **5** May, **6** October, **7** spring, **8** Friday

10 **1** Christmas Day is on the twenty-fifth of December.
2 New Year's Eve is on the thirty-first of December.
3 Valentine's Day is on the fourteenth of February.
4 *Ferragosto* is on the fifteenth of August.
5 New Year's Day is on the first of January.
6 St Patrick's Day is on the seventeenth of March.
7 Halloween is on the thirty-first of October.
8 April Fool's Day is on the first of April.

11 **1** fifth, **2** April, **3** four, **4** autumn, **5** second, **6** Wednesday

Grammar

12 **1** Is, **2** Are, **3** Am, **4** Is, **5** Are, **6** Are;

1 d, **2** e, **3** c, **4** b, **5** f, **6** a

13 **1** Is; Yes, it is, **2** Are; No, I'm not, **3** Is; No, she isn't, **4** Is; Yes, it is, **5** Are; No, we aren't, **6** Are; Yes, I am / we are, **7** Are; Yes, they are, **8** Am; No, you aren't

14 **Audio script** 100

1
Dan Hi, I'm Dan. What's your name?
Sarah Hi, I'm Sarah.
Dan How old are you?
Sarah I'm fifteen.
Dan When is your birthday?
Sarah It's on the 9th of May.
2
Man You're the new student, right? What's your surname?
Luke Bendle. Luke Bendle.
Man Which class are you in, 10A or 10B?
Luke I'm in class 10A.
Man Who's your teacher?
Luke Mr Pearce.
Man Let's see… OK, your lessons are in Room 22.
Luke Where is Room 22?
Man It's over there. Look, it's that one.
Luke Thank you.

1 What **2** How old **3** When **4** What **5** Which **6** Who **7** Where

15 **1** What's your name?, **2** Where is your school?, **3** Who is your teacher?, **4** Which is your classroom, Room 7 or 8?, **5** What is your favourite subject?, **6** When are your English lessons?, **7** How old are you?, **8** When is your birthday?

Starter C

Vocabulary

16 **1** bin, **2** map, **3** board, **4** pen, **5** clock, **6** pencil, **7** eraser, **8** ruler, **9** notebook, **10** calculator, **11** dictionary, **12** pencil case

Grammar

17 **Audio script** 101

1 The map is on the wall near the door.
2 The teacher is in front of the students.
3 The board is behind the teacher.
4 Why is your pencil case in the bin?
5 The dictionary is next to the notebook.
6 Where's my ruler? Is it on the floor?
7 The eraser is on the desk between the pen and the ruler.
8 The bin is in the corner of the room.

1 on, near **2** in front of **3** behind **4** in **5** next to **6** on **7** on, between **8** in the corner of

18 **1** them, **2** us, **3** her, **4** it, **5** him, **6** you

19 **1** She, **2** it, **3** them, **4** They, **5** him, **6** me, **7** We, **8** her, **9** you, **10** it

20 **1** c, **2** e, **3** a, **4** b, **5** d, **6** f, **7** h, **8** g

21 **Audio script** 102

Teacher Good morning, class. Open your books at page 12 and read the text. Have you all got your books?
Class Yes, Miss.
Teacher Good. OK, work in pairs. Do the exercises after the text.
Amir Which exercises, Miss?
Teacher Do exercises 1 to 3, please. Don't answer questions 4 and 5 – they're for homework.
Olivia Excuse me Miss Smith, I haven't got a partner.
Teacher OK Olivia, sit next to Gaia and Sophie. You can work in a group of three.
Zac Can we use a dictionary?
Teacher No, don't look at your dictionary, please. Close them and put them in your bags.

1 Open **2** read **3** work **4** Do **5** Don't answer **6** sit **7** don't look **8** Close them

22 **1** Don't go in the sea immediately after lunch., **2** Wear sunglasses., **3** Don't lie in the sun at midday., **4** Sit under a beach umbrella., **5** Put your rubbish in the bin.

Starter A → Starter C

23 **1** My birthday is in spring. It's on the 17th of May.
2 Are these your pens? – Yes, they are. Give them to me.
3 Leo is at the sports centre. His judo lesson is at quarter to four.
4 Chris is my boyfriend.
5 This is my bag. That's your bag. It's under your desk.
6 Our teacher is late. Where is he?
7 Don't talk during the test, Lucy. Pay attention, please.
8 I'm fifteen. How old are you?

24 **1** a, **2** b, **3** b, **4** a, **5** a, **6** b, **7** a, **8** c, **9** a, **10** c, **11** c, **12** a, **13** c, **14** a

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Unit 1

MY WORLD

p. 120

Vocabulary > Map it!

1 **A Countries and nationalities**

Australia – Australian	*Australia – australiano*
Brazil – Brazilian	*Brasile – brasiliano*
Canada – Canadian	*Canada – canadese*
China – Chinese	*Cina – cinese*
England – English	*Inghilterra – inglese*
France – French	*Francia – francese*
Germany – German	*Germania – tedesco*
India – Indian	*India – indiano*
Ireland – Irish	*Irlanda – irlandese*
Italy – Italian	*Italia – italiano*
Morocco – Moroccan	*Marocco – marocchino*
Northern Ireland – Northern Irish	*Irlanda del Nord – nordirlandese*
Poland – Polish	*Polonia – polacco*
Scotland – Scottish	Scozia – scozzese
South Korea – South Korean	*Corea del Sud – sudcoreano*
Spain – Spanish	*Spagna – spagnolo*
Switzerland – Swiss	*Svizzera – svizzero*
the UK – British	*Regno Unito – britannico*
the USA – American	*Stati Uniti d'America – americano*
Wales – Welsh	*Galles – gallese*

B Abilities

act *recitare*, cook *cucinare*, dance *ballare*, draw *disegnare*, make pizza *fare la pizza*, play chess *giocare a* *scacchi*, play the guitar *suonare la chitarra*, play the piano *suonare il piano*, ride a bike *andare in bicicletta*, ride a scooter *andare in motorino*, sing *cantare*, skateboard *andare sullo skateboard*, speak another language *parlare un'altra lingua*, speak English *parlare inglese*, swim *nuotare*

C Adjectives to describe people

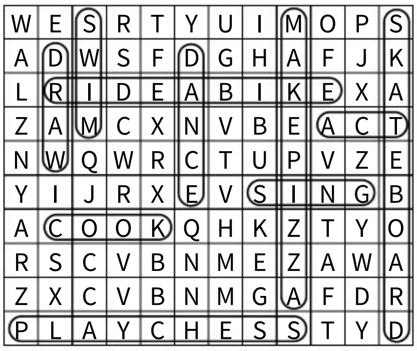
artistic *artistico*, *portato per l'arte*, creative *creativo*, clever *intelligente*, *bravo*, musical *musicale*, *portato per la musica*, sporty *sportivo*, talented *talentuoso*

Vocabulary practice 1

1 **1** Canada, **2** Spanish, **3** French, **4** China, **5** American, **6** Ireland, **7** Moroccan, **8** India, **9** Swiss; **10** British

2 **1** UK, **2** Wales, **3** Ireland, **4** England, **5** Scotland, **6** Wales, **7** Northern Ireland, **8** Wales, **9** Ireland

3



W	E	S	R	T	Y	U	I	M	O	P	S
A	D	W	S	F	D	G	H	A	F	J	K
L	R	I	D	E	A	B	I	K	E	X	A
Z	A	M	C	X	N	V	B	E	A	C	T
N	W	Q	W	R	C	T	U	P	V	Z	E
Y	I	J	R	X	E	V	S	I	N	G	B
A	C	O	O	K	Q	H	K	Z	T	Y	O
R	S	C	V	B	N	M	E	Z	A	W	A
Z	X	C	V	B	N	M	G	A	F	D	R
P	L	A	Y	C	H	E	S	S	T	Y	D

4 **Audio script** 103

1 I play the electric guitar in a rock band.
2 I can ride a bike with no hands – look!
3 This film is terrible. They can't act.
4 Can you swim? – No, I hate the sea.
5 They can dance very well. Their tango is fantastic.
6 I can't play chess. I don't understand the rules.
7 I can speak Italian and another language too, English!
8 That's a great picture. You can draw really well.

1 play, guitar **2** ride a bike **3** act **4** swim **5** dance **6** play chess **7** another language **8** draw

5 **1** clever, **2** musical, **3** artistic, **4** sporty, **5** creative, **6** talented

Grammar > Map it!

Verb *be*: **1** is, **2** soggetto, **3** 'm not

Articles - *a*, *an* and *the*: **1** a, **2** an, **3** the

Verb *can* - ability and possibility: **1** can, **2** can, **3** can't

Level of ability: **1** well, **2** at all, **3** *-ing*

Grammar practice 1

1 **1** Our teacher isn't from Milan., **2** Sally and Eric are here. They aren't on holiday., **3** I'm a fan of K-pop., **4** You aren't very musical., **5** Suki is at school today., **6** My dog isn't very intelligent.

2 **1** 's, **2** 'm, **3** 's, **4** 's, **5** are, **6** 'm, **7** 'm, **8** 's, **9** isn't, **10** 's, **11** 're, **12** 're, **13** aren't, **14** 're, **15** 's

3 **1** Are you at the park? No, I'm not. / No, we aren't.
2 Is Jack your best friend? Yes, he is.
3 Are we in Room 21 today? Yes, we are.
4 Are Joe and Lara in your class? No, they aren't.

4 **1** What is / What's, **2** Where is / Where's, **3** When is / When's, **4** Why are, **5** Who is / Who's, **6** Which … is, **7** How are, **8** Why is / Why's

5 **1** Why are you late? f
2 When are the auditions? d
3 What's the capital city of Canada? a
4 How old are Beth and Jackson? e
5 What is your address? c
6 Who's that girl? b

6 **Audio script** 104

Interviewer Good morning everyone. This is Nina Mahaka.
Nina Hi. Nice to be here.
Interviewer So Nina, you're a successful young tennis player. Where are you from originally?
Nina I'm from Auckland in New Zealand, but I live in the UK now, in London.
Interviewer Who are your best friends here?
Nina Simon and Macey are my friends.
Interviewer Are they good at tennis too?
Nina No, they aren't!
Interviewer Are you a fan of other sports, Nina?
Nina Yes, football. My favourite team's Arsenal.
Interviewer What about music? Are you musical?
Nina No. I love music, but I'm not musical at all!

1 is, **2** 're, **3** are, **4** 'm, **5** are, **6** are, **7** Are, **8** aren't, **9** Are, **10** 's, **11** Are, **12** 'm not

7 **1** a, an, **2** a, a, **3** a, an, **4** a, a

8 **1** an, **2** a, **3** a, **4** a, **5** an, **6** an

9 **1** The … (–), **2** (–) … (–), **3** the … (–), **4** the … the, **5** (–) … the, **6** the … the

10 **1** The Dolomites are in Italy., **3** The English test is on Wednesday., **4** The students are in Classroom 15., **6** My birthday is on the 2nd of April.

11 **1** an, **2** a, **3** The, **4** the, **5** a, **6** an, **7** a, **8** the

12 **1** the, **2** an, **3** a, **4** The, **5** a, **6** (–), **7** a, **8** the, **9** an, **10** (–)

13 **Audio script** 105

1 Is Sam Smith an American singer?
No, they're from the UK.
2 Where is Shanghai?
On the east coast of China.
3 Is Billie Eilish a Canadian singer?
No, she isn't. She's American, from Los Angeles.
4 Who is the political leader of the USA?
The President.
5 Is Edinburgh an English city?
No, it isn't. It's a Scottish city.
6 Is Rebel Wilson a British actress?
No, she's from Australia.
7 When is Thanksgiving in the USA?
It's on the fourth Thursday of November.
8 Where are the Hawaiian Islands?
In the Pacific Ocean.

1 an / the / the, b
2 (–) / the / (–) / the / (–), a
3 a / (–) / (–), a
4 the / The / The, a

5 an / a, b
6 a / (–) / (–), b
7 (–) / the / the, a
8 the / the / the, a

14 **1** can't, **2** can, **3** can, **4** can, **5** can, **6** can't, **7** can, **8** can, **9** can't, **10** can

15 **1** can't talk, **2** can't play, **3** can sing, **4** can't sit, **5** can ride, **6** can't program, **7** can't go, **8** can understand

16 **1** Can Ryan come to the party? No, he can't.
2 Can Dan and Lola play the piano? Yes, they can.
3 Can you swim? No, I can't.
4 Can Isabella cook pasta? Yes, she can.
5 Can you come to my / our house after school? No, we can't.
6 Can dogs see colours? No, they can't.

17 **1** really well, **2** at all, **3** can't, **4** quite well, **5** really, **6** can't

18 **1** Karim is pretty bad at art., **2** Țara is great at chess., **3** Marcus is quite good at speaking English., **4** Cara isn't very good at dancing., **5** Alyssa is hopeless at Maths., **6** Lily is pretty bad at swimming.

19 **Audio script** 106

Teacher What can you do in the school show, Zara? Can you sing?
Zara Yes, I can sing quite well, but I'm not very good at acting.
Teacher We need students that are good at singing. Can you dance well?
Zara No, I can't, sorry. I'm hopeless at dancing. I can't dance at all!
Teacher What about music? Can you play the piano? Or the guitar?
Zara Well, … I'm pretty good at playing the guitar.
Teacher Great. Can you come on Saturday?
Zara Yes, I can. Thank you!

1 not very good, **2** good at, **3** well, **4** hopeless at, **3** well, **5** pretty good at, **6** Can

Communication 1

1 **Audio script** 107

Dylan Hi, I'm Dylan.
Julia Nice to meet you, Dylan. My name's Julia.
Dylan Nice to meet you too, Julia.
Julia Is that Dylan with an I or a Y?
Dylan It's Dylan with a Y. So, where are you from, Julia?
Julia I'm from Switzerland.
Dylan How old are you?
Julia I'm fifteen. What about you?
Dylan Me too. What school are you at?
Julia I'm at King's Secondary School.
Dylan What's it like?
Julia It's not bad. What's your school?
Dylan I'm at Watford High.
Julia That's good. What's your phone number?
Dylan It's 0849 854 221.
Julia I can give you my number. It's 0738 673 492.
Dylan OK, got it.
Julia Well, good to meet you Dylan.
Dylan See you around.
Julia See you. Bye!

1 Nice to meet you, **2** Is that Dylan with an I or a Y, **3** So, where are you from, **4** How old are you, **5** What about you, **6** What's it like, **7** What's your school, **8** What's your phone number, **9** good to meet you, **10** See you around

2 **1** What's your school? / What school are you at?, **2** What's it like?, **3** What's your phone number?, **4** Is that Cathy with a K or a C?, **5** Where are you from?, **6** What class are you in?

Summative practice 1

1 **1** Scotland, **2** talented, **3** artistic, **4** Welsh, **5** speak, **6** guitar, **7** skateboarding, **8** cook, **Extra words**: Scottish, creative

2 **1** a, **2** b, **3** a, **4** c, **5** b, **6** a, **7** c, **8** c, **9** a, **10** c

3 **Audio script e soluzioni** 108

Hi, I'm Leo. I'm from Madrid, in Spain, but I'm not Spanish. My dad is English and my mum's Irish. They are teachers at a language school here. Madrid is great. It's the capital city of Spain and it's a fun place. I'm fourteen years old and my birthday is in the summer, on the 14th of August. My best friend is Diego. He's fifteen. He's really good at languages. He can speak English and Spanish and Italian too!

4 Hanna and her friend Lina are from Germany. They are at a language school in the UK for two weeks. Hanna is sixteen years old and she's really good at English. It's her favourite subject at school. Lina is fifteen and she isn't very good at English. But she's very musical. She can play the guitar very well and she's great at playing the piano. Hanna is hopeless at music!

5 Risposte personali.

Starter → Unit 1

1 **Audio script 109**: vedi Workbook es. 1

1 C, **2** A, **3** B, **4** B, **5** C, **6** A

2 **1** She can speak English and Albanian., **2** Her friends are Katy Perry and Taylor Swift., **3** He's (dual nationality) British and Jamaican., **4** He is a fan of Rafael Nadal., **5** He is a fan of hip hop and rap., **6** He can play the guitar and the piano.

Unit 2

FAMILY AND HOME

p. 130

Vocabulary > Map it!

1 **A Family**

aunt *zia*, brother *fratello*, child/children *figlio/a/figli/e*, cousin *cugino/a*, dad/father *papà/padre*, daughter *figlia*, grandad *nonno*, grandchild/children *nipote/i*, granddaughter *nipote femmina di nonni*, grandma *nonna*, grandparents *nonni*, grandson *nipote maschio di nonni*, husband *marito*, mum/mother *mamma/madre*, nephew *nipote maschio di zii*, niece *nipote femmina di zii*, parents *genitori*, sister *sorella*, son *figlio*, stepdad *patrigno*, stepmum *matrigna*, uncle *zio*, wife *moglie*

B Pets

cat *gatto*, dog *cane*, fish *pesce*, guinea pig *porcellino d'India*, rabbit *coniglio*, tortoise *tartaruga*

Answer keys

C Personal possessions

bike *bicicletta*, e-reader *lettore di e-book*, fitness tracker *fitness tracker, dispositivo elettronico per il fitness*, games console *console per videogiochi*, headphones *cuffie*, laptop *computer portatile*, phone *telefono*, rollerblades *pattini in linea*, *rollerblade*, rucksack *zaino*, skateboard *skateboard*, trainers *scarpe da ginnastica*, watch *orologio* (*da polso*)

D The bedroom

bed *letto*, chest of drawers *cassettiera*, clothes *vestiti*, cushion *cuscino*, desk *scrivania*, lamp *lampada*, mirror *specchio*, rug *tappeto*, shelf/shelves *scaffale/i*, wardrobe *armadio*, *guardaroba*

E Colours and common adjectives

black *nero*, blue *blu*, brown *marrone*, green *verde*, grey *grigio*, orange *arancione*, pink *rosa*, purple *viola*, red *rosso*, white *bianco*, yellow *giallo*, big – small *grande – piccolo*, cheap – expensive *economico – costoso*, good / great – not very good *buono / ottimo – non molto buono*, lovely – not very nice *carino*, *delizioso – non molto carino*, old – new, *vecchio – nuovo*, tidy – untidy *ordinato – disordinato*

Vocabulary practice 2

1 **1** grandad, **2** grandma, **3** grandparents, **4** daughter, **5** son, **6** parents, **7** brother, **8** sister, **9** uncle, **10** aunt, **11** children, **12** cousins

2 **1** T, **2** F (Libby and Steve are brother and sister.), **3** F (Libby is my aunt.), **4** T, **5** F (Anna is Mum and Dad's niece.), **6** T

3 **1** fish, **2** tortoise, **3** dog, **4** guinea pig, **5** rabbit, **6** cat

4 **1** e-reader, **2** trainers, **3** rucksack, **4** watch, **5** headphones, **6** fitness tracker, **7** laptop, **8** phone, **9** rollerblades, **10** games console,
Extra word: skateboard

5 **1** bed, **2** cushions, **3** rug, **4** wardrobe, **5** mirror, **6** lamp, **7** desk, **8** shelves

6 **Audio script** 110

1 This laptop is expensive because it's got 128GB of RAM.
2 My new trainers are blue and white.
3 You can use this skateboard. It's old, but it's OK.
4 That watch is cheap. It's just £15.
5 Is this big purple rucksack yours?
6 Your room is very untidy. All your things are on the floor!

1 expensive **2** new, blue, white **3** old **4** cheap **5** big purple **6** untidy

Grammar > Map it!

Plural nouns: **1** -s, **2** es, **3** consonante, **4** ves, **5** irregolari

Possessive *'s*: **1** 's, **2** ' (solo apostrofo), **3** irregolari

Verb *have got*: **1** has, **2** soggetto, **3** haven't

Possessive pronouns and *Whose...?*: **1** mine, **2** hers, **3** is, **4** sostantivo

Grammar practice 2

1 **1** b, **2** a, **3** a, **4** c, **5** b, **6** c

2 **1** matches, **2** dictionaries, **3** phones, **4** knives, **5** beaches, **6** cousins, **7** families, **8** friends, **9** parties, **10** rabbits

3 **1** women, **2** glasses, **3** feet, **4** tomatoes, **5** babies, **6** fish

4 **1** Rudy's tortoise, **2** Clare's trainers, **3** Chris's grandparents, **4** brother's bed, **5** cousins' house, **6** my dogs' names, **7** Trina and Ed's car, **8** children's books

5 **1** is, **2** is/'s, **3** is, **4** is/'s, **5** is/'s, **6** is/'s, **7** 's, **8** 's, **9** is, **10** is/'s

6 **Audio script e soluzioni** 111

Hi Harry,
Here is a photo of my family at my grandad's birthday party. My grandad Bob is in the middle. He's my dad's father. My grandma's name is Nancy. They've got two sons: my dad Simon is 44 and his brother, my uncle Mark, is 41. My mum's name is Nina. I've got a big brother Tom, and a little sister, Grace. Uncle Mark's new wife, Kate is in the photo too. She's really nice. Kate's got a daughter Rosie, but she isn't in this photo. Mark is Rosie's stepdad.

7 **1** My friend hasn't got a tablet., **2** My brother's got a new scooter., **3** We haven't got a big garden., **4** My grandparents have got three grandchildren., **5** My sister hasn't got a white rabbit., **6** My aunt and uncle have got an electric car.

8 **1** 's got, **2** have got, **3** 's got, **4** 's got, **5** haven't got, **6** 've got, **7** 's got, **8** hasn't got, **9** 've got, **10** 's got

9 **1** **A** Have Dylan and Jess got a cat? **B** No, they haven't, but they've got a rabbit.
2 **A** Have you got a big family? **B** No I haven't.
3 **A** Has Max got a computer? **B** Yes, he has.
4 **A** Have you got a pet? **B** Yes, I have – a guinea pig.
5 **A** Has Adele got a boyfriend? **B** No, she hasn't.
6 **A** Have Liam and Ben got a sister? **B** Yes, they have. Her name's Ella.
7 **A** Have your parents got a red car? **B** No, they haven't. It's blue.
8 **A** Have we got an English lesson now? **B** Yes, we have.

10 **Audio script** 112

1
Matt Have you got a scooter, Cara?
Cara No, I haven't, but I've got a bike. My big brother's got a scooter. What about you?
Matt No, I haven't got a scooter.
2
Lisa Have you got a brother, Ryan?
Ryan Yes, I have. But I haven't got a sister.
Lisa I've got two sisters, but I haven't got a brother.
3
Anya What lesson have we got now?
Ben English. Have you and Maisie got your homework with you?
Anya No, we haven't! Oh no!

1 haven't, **2** 've got, **3** 's got, **4** haven't got, **5** Have you got, **6** have, **7** haven't got, **8** 've got, **9** haven't got, **10** have we got, **11** Have you and Maisie got, **12** haven't

11 **1** my, **2** ours, **3** her, **4** Theirs, **5** your, **6** his, **7** Their, **8** yours

12 **1** theirs, **2** yours, **3** his, **4** hers, **5** yours, Mine, **6** ours

13 **1** Whose skateboard is that? / Whose is that skateboard?
It's my skateboard. / It's mine.
2 Whose dogs are those? / Whose are those dogs?
They're our dogs. / They're ours.
3 Whose bike is that? / Whose is that bike?
It's David's. / It's his.
4 Whose clothes are those? / Whose are those clothes?
They're the children's. / They're theirs.
5 Whose book is this? / Whose is this book?
It's Sophie's. / It's hers.

14 **Audio script** 113

1
Mum Whose are these rollerblades? Are they yours, Arissa?
Arissa No, they aren't. Leo's got rollerblades – they're probably his.
2
Dan Are these purple headphones Lucy's?
Tom No, they're mine. The blue headphones are hers.
3
Teacher Whose books are these? Are they yours, Lisa and Callum?
Lisa No, they aren't. Ours are in our rucksacks.
4
Dad Whose are all these trainers on the floor? Boys, come here!
Mum Those trainers aren't theirs. They're mine and Julia's!

1 Whose, **2** yours, **3** his, **4** mine, **5** hers, **6** Whose, **7** Ours, **8** Whose, **9** theirs, **10** mine

15 **1** There are, **2** There's, **3** There isn't, **4** There aren't, **5** There's, **6** There are, **7** There aren't, **8** There are

16 **1** Are there two beds in your room? Yes, there are.
2 Is there a desk in Ben's bedroom? No, there isn't.
3 Are there a lot of people in town today? No, there aren't.
4 Is there a lesson in Room 8 at the moment? No, there isn't.
5 Is there a good film at the cinema this week? Yes, there is.
6 Are there thirty students in your class? Yes, there are.

17 **1** some, **2** any, **3** any, **4** any, **5** some, **6** any

18 **1** There aren't any Manga comic books in Kelly's room.
2 There's a dictionary on my desk.
3 There are some games on this phone.
4 There isn't an English test today.
5 There are some nice people in the team.
6 There aren't any cinemas in my town.
7 There's a Canadian girl in our class.
8 There are some things under the bed.

19 **1** new red, **2** old brown, **3** two blue, **4** fantastic green, **5** great new, **6** big brown

Communication 2

1 **1** What have, **2** Is there, **3** Have you, **4** What, **5** you got, **6** Is your, **7** Is the, **8** Are there

2 **Audio script** 114

Noah What's your ideal bedroom like?
Isla That's easy. My ideal room is very big!
Noah And what colour is this big room?
Isla Green is my favourite colour, so it's got green walls.
Noah I like green too. Has it got a wardrobe?
Isla Yes, it has, and a chest of drawers.
Noah OK. So there's lots of space for your clothes. Are there any shelves?
Isla Oh, yes. There are three, so I can put my books and things on them.
Noah But you aren't very tidy!
Isla I know! But in my ideal bedroom maybe I can be tidy! And there's a desk and chair.
Noah Where is the desk?
Isla It's next to the window, so I can do my homework on it. Oh, and there's a big TV on the wall so I can watch TV in bed. What's your ideal room like, Noah?

a 5, **b** 10, **c** 7, **d** 2, **e** 1, **f** 12, **g** 9, **h** 4, **i** 11, **j** 6, **k** 3, **l** 8

Summative practice 2

1 **1** guinea pig, **2** clothes, **3** niece, **4** rollerblades, **5** lamp, **6** grandson, **7** games console, **8** parents, **9** stepmum, **10** tortoise, **11** Yellow, **12** expensive

2 **1** j, **2** d, **3** a, **4** f, **5** h, **6** g, **7** b, **8** e, **9** c, **10** i

3 **Audio script e soluzioni** 115

My name's Lara and I've got three pets. I've got a rabbit, a fish and a guinea pig. My rabbit is black and white and it's two years old. My guinea pig is orange and brown and it's one year old. It's lovely. My brother's got a tortoise, but I'm not a fan of tortoises. Our cousin's name is Lily. She's got a dog. It's old and grey and it can't run very fast. Its name is Eddie.

4 Hi, I'm Isaac. It's Sunday and I'm in the park with my family for a picnic. It's a beautiful day and there are a lot of/lots of people here with their dogs. I've got my new red bike and Mum's got her e-reader. My aunt, uncle and cousin are with us too. My cousin Chris has got his new headphones. He can listen to music and ignore us!

5 Risposte personali.

Starter → Unit 2

1 **Audio script 116**: vedi Workbook es. 1

1 the mountains, the sky and horses, **2** Sandy, **3** famous street market, **4** vintage leather jacket, **5** the Atlantic Ocean, **6** go to the beach

2 **Audio script** 117

Cole Is your family big, Ruth?
Ruth Yes, it is. I've got a sister and two brothers, so with Mum and Dad, there are six of us! Grace is my sister. We're twins. Ricky and Joe are my brothers. They are sixteen and eighteen.
Cole You have got a big family! My family is small. There's just my mum and me. That's all. But we're good. Have you got any cousins?
Ruth Oh, yes. Mum and Dad's families are big too, so I've got lots of uncles and aunts and cousins. Nadia is my favourite cousin because she's a fan of Harry Styles and he's my favourite singer too. Have you got any cousins, Cole?
Cole Yes, I've got three. Patrick is fifteen like me, and his house is near mine, so we're good friends too.

Patrick's really good at chess and I can play quite well too. He's got a big desk in his bedroom, so we can play on that when we're at his house. Patrick's got a lovely pet dog. It's a Labrador and its name is Toffee. There's a beautiful park behind Patrick's house, and it's really big, so we can take Toffee there at weekends.

Ruth A dog! Fantastic! I love dogs! We haven't got any interesting pets! We've just got some fish.

Cole You can come with us the next time we take Toffee to the park.

Ruth Thanks! Can I bring my skateboard?

Cole Yes, of course! And I can bring mine too. Are you good at skateboarding?

Ruth I'm pretty good at it. I practise a lot.

Cole Hmm. I'm not very good. But it's fun!

Ruth And we can post some photos on Instagram!

1 Six., **2** Two., **3** Ruth's (favourite) cousin., **4** (He's got) a dog / a Labrador., **5** The park., **6** Skateboarding.

Unit 3

FREE TO BE ME

p. 140

Vocabulary > Map it!

1 **A Free-time activities**

build robots *costruire robot,* do sport *fare sport,* go for a walk *(andare a) fare una passeggiata,* go shopping *(andare a) fare shopping,* go to (dance) classes *andare a lezioni (di ballo),* go to the cinema *andare al cinema,* go to the shopping centre *andare al centro commerciale,* hang out (with my friends) *passare il tempo (con i miei amici),* listen to music *ascoltare (la) musica,* make videos *fare video,* message (my friends) *messaggiare (i miei amici),* play in a band *suonare in un gruppo,* play the drums *suonare la batteria,* play video games *giocare ai videogiochi,* read comic books *leggere i fumetti,* read online articles *leggere articoli online,* take photos *fare fotografie,* watch films *guardare film,* watch TV *guardare la televisione,* watch videos *guardare video,* write a blog *scrivere un blog*

B Sports

play basketball *pallacanestro,* football *calcio,* tennis *tennis,* volleyball *pallavolo*

do athletics *atletica,* gymnastics *ginnastica,* martial arts *arti marziali,* weights *pesi*

go cycling *ciclismo,* running *corsa,* skiing *sci,* swimming *nuoto*

C Sports: compound nouns

playing field *campo da gioco,* sandboarding *sandboarding (attività simile allo snowboard praticata sulle dune di sabbia),* scuba diving *immersioni,* sports club *club sportivo,* teammate *compagno di squadra,* water sport *sport acquatico*

D Sports: verbs

hit *colpire,* kick *calciare,* lose *perdere,* play matches *giocare partite,* throw *lanciare,* train *allenarsi,* win *vincere*

Vocabulary practice 3

1 **1** writes a blog, **2** build robots, **3** hang out with my friends, **4** makes videos, **5** message my friends, **6** takes photos, **7** do sport, **8** go to the shopping centre, **9** listen to music, **10** online articles

2 Risposte possibili:

1 play video games, **2** go shopping, **3** go to dance classes, **4** play the drums, **5** watch TV, **6** go for a walk, **7** read comic books, **8** go to the cinema, **9** make videos / take photos, **10** message my friends, **11** do sport, **12** listen to music

3 **play** – basketball, football, tennis, volleyball
do – athletics, gymnastics, martial arts, weights
go – cycling, running, skiing, swimming

4 **Audio script** 118

Hi! I'm Freddy and I'm 15. I like being active and I'm crazy about team sports. I play football and basketball at school, and I'm in the school teams for both of those. I'm not very good at volleyball or tennis, so I don't play those. I also do martial arts – on Tuesdays after school I do judo, and on Saturday morning, I go to a kung fu class.
My sisters Leah and Rachel aren't into team sports, but they like individual sports. They go cycling on their mountain bikes and they go swimming at our local swimming pool. Leah also trains with a local gymnastics club, but Rachel doesn't do gymnastics, she doesn't like it. We all love the snow and we go skiing with our parents in the French Alps every winter. We have races, but I hardly ever win!

1 play football, **2** do martial arts, **3** go cycling, **4** go swimming, **5** do gymnastics, **6** go skiing

5 **1** c, **2** f, **3** a, **4** e, **5** b, **6** d

Grammar > Map it!

Present simple: **1** forma base, **2** forma base, **3** -s, **4** don't, **5** doesn't, **6** Do, **7** Does, **8** do, **9** doesn't

Adverbs and expressions of frequency: **1** prima, **2** be, **3** every, **4** twice, **5** giorni, **6** the weekend

like*, *love*, *hate*, *enjoy*, *don't mind: **1** nome/sostantivo, **2** (verbo alla forma in) -ing, **3** positive, **4** negative

Grammar practice 3

1 **-s:** buys, wants, lives, says, loves, drinks
-es: teaches, washes, does
-ies: carries, studies, tries

2 **1** do, **2** play, **3** plays, **4** don't play, **5** go, **6** goes, **7** doesn't go, **8** stays

3 **1** doesn't watch - watches, **2** like - don't like, **3** do - don't do, **4** doesn't play - plays, **5** don't message - message, **6** takes - doesn't take

4 **1** Do the students do sport at school?
2 Do you want to play cards?
3 Does George live near the station?
4 Do Australians love sport?
5 Does Emma sing well?

5 **1** Do you like this video game? Yes, I/we do.
2 Does your mum go skiing with you and your dad? Yes, she does.
3 Does Marcus spend money on music downloads? No, he doesn't.
4 Do you and your teammates train every day? No, we don't.

6 **Audio script e soluzioni** 119

1 How often do you train?
I train three times a week.
2 What do Australians watch?
Australian watch Australian football.
3 Where does Jenny work?
Jenny works in a shop.
4 When do you go running?
I go running in the morning before breakfast.
5 Who does Leo hang out with?
Leo hangs out with his friends from college.
6 Which jeans do you prefer?
I prefer the black jeans but the white jeans are OK.

7 **1** is/'s, **2** are, **3** has got/'s got, **4** can hit, **5** do the Irish love, **6** play, **7** watch, **8** is/'s, **9** compete, **10** watches, **11** don't play, **12** do

8 **1** Where does the sport hurling come from? – It comes from Ireland. **2** How old is it? – It's more than 800 years old. **3** Why do the Irish like hurling? – Because it's a very fast game. **4** When is the All-Ireland Championship? – The All Irish Championship is every year in the summer. **5** Where do they play hurling? – They play hurling in Ireland, North America, Europe, Australia, New Zealand, South Africa, Argentina and South Korea.

9 **Audio script e soluzioni** 120

1 Does Natasha usually go skiing in Valle d'Aosta?
2 I don't very often make videos of my friends.
3 We never go to bed before 10 pm.
4 Does Ewan always see his friends in the evening?
5 I'm hardly ever late.
6 Lily sometimes listens to music in the car.
7 I don't often do my homework before dinner.
8 Does your team usually win?
9 Ben rarely watches TV.
10 Are you always tired in the evening?

10 **1** c Lara never does gymnastics. She hates all forms of sport.
2 e Sarah hardly ever sees her grandparents. They don't live near her.
3 f We don't often go to the cinema. We usually watch films on TV.
4 a Grace doesn't always go to her dance class. She only goes if she's got time.
5 d Ben normally studies two hours a day after school. He usually finishes his homework before he relaxes.
6 b I enjoy drama club. We occasionally perform plays.

11 Risposte personali.

12 **1** a, **2** b, **3** b, **4** a, **5** b, **6** b

13 **Audio script** 121

Jane loves swimming at the pool near her house and she enjoys diving into the water. She's also a member of the athletics club because she loves doing athletics. She doesn't mind doing weights in the gym sometimes. Erin, Jane's best friend, is different. She likes swimming when she goes to the pool with Jane but she hates diving, so she never dives into the pool. Erin isn't a member of the athletics club because she doesn't like doing athletics. She prefers doing weights, so she goes to the gym twice a week.

1 loves swimming, **2** enjoys diving, **3** loves doing athletics, **4** doesn't mind doing weights, **5** likes swimming, **6** hates diving, **7** doesn't like doing athletics , **8** prefers doing weights

14 **1** Do you listen to music a lot?
2 I like listening to music when I'm in my room.
3 What type of music do you like?
4 I love Muse but
5 I don't mind listening to other rock bands.
6 Mum doesn't like rock music.
7 She always tells me to turn the volume down.
8 My mum hates it too!

15 **1** So am I. **2** So have I. **3** So do I. **4** So can I. **5** So am I. **6** So do I.

16 **1** Neither can I. **2** Neither do I. **3** Neither am I. **4** Neither do I. **5** Neither have I. **6** Neither do I.

Communication 3

1 **Audio script** 122

Liam Er, what do you like doing Kaia? Do you want to play *Dead or Alive 6*?
Kaia Not really. I don't like video games, sorry.
Liam No way! I love them! Do you like watching TV?
Kaia No, I don't. I don't watch 'normal' TV.
Liam Neither do I. I hardly ever watch TV. There aren't any interesting programmes.
Kaia I watch some TV series on my computer. I'm really into *Teen Wolf.* I watch old episodes all the time.
Liam Me too! I love *Teen Wolf*. It's very good.
Kaia Who's your favourite character?
Liam I like all of them, but I think I prefer Stiles. He's very funny.
Kaia Really? I don't. I like Lydia. She's really strong and smart.
Liam OK, let's watch *Teen Wolf* on my laptop then.
Kaia Alright. I love the episode about Lydia's birthday party. Do you want to watch it?
Liam Yes, that's a great episode. Let me see… which season is it?

1 Not really, **2** No way, **3** I don't, **4** Neither do I, **5** Me too, **6** I don't, **7** Alright, **8** Let me see

2 **1** A, **2** D, **3** A, **4** D, **5** A

Summative practice 3

1 **1** go for a walk, **2** plays, **3** in a band, **4** kick, **5** do, **6** to the shopping centre, **7** go, **8** wins

2 **Preliminary Reading, Part 5**

1 C, **2** B, **3** A, **4** C, **5** C, **6** A, **7** B, **8** A

3 **Audio script e soluzioni** 123

Hi I'm Joe. I don't go out a lot after school. I usually stay at home. I message my friends, listen to music and play video games. Oh, and I do my homework! Sometimes in summer I go to the park and play football with my friend Dan, and I like doing sport at the weekend. I play basketball for my school team. I've got a bike and every Saturday, I go cycling with my dad.

4 My friend Rebecca is really into music. She plays the piano and she sings really well. She doesn't go to music classes because her dad teaches her at home. He's a Music teacher. Rebecca always practises for two hours every day. She loves rock and she wants to be a singer.

She plays in the orchestra at school. They don't play rock, but they're very good.

5 Risposte personali.

Starter → Unit 3

1 **Audio script 124**: vedi Workbook es. 1

1 F - she's a teacher in…
2 F - She cooks for us…
3 F - She goes running with…
4 T - This year she hopes…
5 F - Friends, family and work…
6 T - Mum thinks education is…

2 **1** Yes, she's got two brothers. **2** She cooks, looks after the house, goes shopping, drives them to school, and helps them with their homework. **3** She plays badminton, she goes cycling and swimming and she goes running. **4** She runs with a running club. **5** She usually goes to London, Brighton, Edinburgh and Manchester. **6** Her friends, family and colleagues give her money (for every kilometre she runs). **7** The money is to help build schools in South Africa. **8** Her dream is that all the kids can to go to school and get good jobs (maybe even go to university).

Unit 4

DAY TO DAY

p. 150

Vocabulary > Map it!

1 **A Daily routine**

brush my teeth *lavarmi i denti,* do my hair *farmi i capelli,* do my homework *fare i compiti per casa,* do school work *fare i compiti,* get dressed *vestirsi,* get home *arrivare a casa,* get ready *prepararsi,* get the bus *prendere l'autobus,* get up *alzarsi,* go to bed *andare a letto,* go to school *andare a scuola,* have a bath *fare il bagno,* have a break *fare una pausa,* have a rest *riposarsi,* have a shower *fare la doccia,* have a snack *fare uno spuntino,* have breakfast *fare colazione,* have dinner *cenare,* have lunch *pranzare,* lessons start / finish *le lezioni iniziano / finiscono,* wake up *svegliarsi*

B School subjects

Art and Design *arte e disegno,* Biology *biologia,* Chemistry *chimica,* Computer Science *informatica,* D&T (Design and Technology) *tecnologia,* Foreign Languages *lingue straniere,* Geography *geografia,* History *storia,* Maths *matematica,* Music *musica,* PE (Physical Education) *educazione fisica,* Physics *fisica*

C School

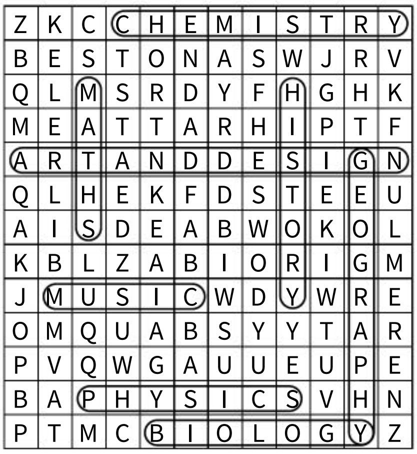
places canteen *mensa*, classroom *aula, classe,* computer room *aula informatica,* gym *palestra,* office *ufficio,* science lab *laboratorio di scienze*

activities, lessons and skills animation *animazione*, coding *programmazione (informatica),* collaboration *collaborazione,* initiative *iniziativa,* meeting *assemblea,* responsibility *responsabilità,* robotics *robotica,* school trip *gita scolastica,* tests *esami*

Vocabulary practice 4

1 **1** up, **2** shower, **3** dressed, **4** breakfast, **5** teeth, **6** ready, **7** bus, **8** start, **9** break, **10** lunch, **11** finish, **12** get, **13** snack, **14** bed, **15** homework

2



Z	K	C	C	H	E	M	I	S	T	R	Y
B	E	S	T	O	N	A	S	W	J	R	V
Q	L	M	S	R	D	Y	F	H	G	H	K
M	E	A	T	T	A	R	H	I	P	T	F
A	R	T	A	N	D	D	E	S	I	G	N
Q	L	H	E	K	F	D	S	T	E	E	U
A	I	S	D	E	A	B	W	O	K	O	L
K	B	L	Z	A	B	I	O	R	I	G	M
J	M	U	S	I	C	W	D	Y	W	R	E
O	M	Q	U	A	B	S	Y	Y	T	A	R
P	V	Q	W	G	A	U	U	E	U	P	E
B	A	P	H	Y	S	I	C	S	V	H	N
P	T	M	C	B	I	O	L	O	G	Y	Z

3 **1** Maths, **2** Design … Technology, **3** Art … Design, **4** Biology, **5** Physical Education, **6** History, **7** Geography, **8** Music, **9** Foreign Languages, **10** Computer Science

4 **1** canteen, **2** science lab, **3** computer room, **4** office, **5** classroom, **6** gym

5 **Audio script** 125

1 We've got a meeting at lunch time to decide the basketball teams for this term.
2 My brother Tom loves cartoons. He's studying animation at Art college next year.
3 Is robotics about making robots to help in the house?
4 I need to study a lot this weekend. I've got three tests at school next week.
5 Group work is important to help students learn collaboration and to work in a team.
6 Sophie's very excited about the school trip to Paris this term.
7 Ben hasn't got any sense of responsibility He never helps his parents.
8 We're learning basic coding at the moment, but it's difficult. I'm not very good at Computer Science!

1 meeting, **2** animation, **3** robotics, **4** tests, **5** collaboration, **6** school trip, **7** responsibility, **8** coding

Grammar > Map it!

Prepositions of time: **1** at, **2** in, **3** on

Present continuous: **1** verb be / am/is/are, **2** -ing, **3** verb be OR am/is/are, **4** not, **5** –ing, **6** verb be / am/is/are, **7** -ing, **8** is, **9** aren't

Present continuous and Present simple: future
1 Present simple, **2** Present continuous

Grammar practice 4

1 **at:** midnight, the weekend, night, Christmas, 6 pm
in: 1989, March, the evening, winter **on:** Monday, Saturday night, Tuesday morning, my birthday, 2nd April

2 **1** at, **2** at, on, **3** on, **4** at, **5** on, **6** after, **7** in, **8** before, **9** on, **10** in

3 **1** What time do you wake up in the morning?
2 What time do you get home in the afternoon?
3 Where do you eat at lunchtime?
4 What does your mum do on Sunday mornings?
5 Where do/does your family go on holiday in the summer?
6 What time do you go to bed at night?

4 Risposte personali.

5 **1** don't have, **2** Do you have, **3** Ben's got, **4** have **5** Yes, I do., **6** have, **7** Has Marta got, **8** don't have, **9** doesn't have, **10** have

6 **Audio script** 126

Ryan Where's Dad?
Mum He's at the supermarket because we haven't got any milk.
Ryan OK. And where's Sophie?
Mum She's in the shower.
Ryan Again! I can't understand it. She has a shower three times a day!
Mum That's not true. She doesn't have a shower three times a day.
Ryan Well, she's always in the bathroom. When I have breakfast, she's in the bathroom. When Joel and I have a break from doing our homework, she's in the bathroom.
Mum Don't exaggerate. In any case, we've got two bathrooms. You can always use the other bathroom. Anyway, can you take the dog for a walk, please?
Ryan I don't have time. I'm busy now. But I can do it before we have lunch.

1 haven't got, **2** has, **3** doesn't have, **4** have, **5** have, **6** have/'ve got, **7** don't have, **8** have

7 **1** dancing, **2** getting, **3** playing, **4** studying, **5** stopping, **6** skiing, **7** travelling, **8** beginning, **9** sitting, **10** meeting, **11** lying, **12** going

8 **1** Where are you and your family living now?
2 Are your parents enjoying life in Scotland?
3 What is your sister Meg doing?
4 Are you making new friends at school?
5 What are you doing right now?
6 Is it raining where you are?

9 **Audio script** 127

Hi, Beth. Good to hear from you.
It's going well here. We aren't living with my aunt and uncle now. We're renting a flat for two months because Mum and Dad are looking for a house to buy. Yes, they're enjoying life here in Edinburgh now, but it's very different to Brighton. Leo's got a job in a restaurant and Meg's working in a shop at the moment, but she isn't enjoying it, so she's looking for another job. I've got some new friends, but I miss you. I'm getting ready to go to school right now and yes, it's raining at the moment here. What about where you are?

1 's going, **2** aren't living, **3** 're renting, **4** are looking, **5** 're enjoying, **6** 's working, **7** isn't enjoying, **8** 's looking, **9** 'm getting, **10** 's raining

10 Risposte possibili:

1 We aren't living with my uncle and his wife. We're living in / renting a flat. **2** Yes, they are. **3** She's working in a shop. **4** Yes, I am. **5** I'm getting ready to go to school. **6** Yes, it is.

11 **1** is coming, **2** go, **3** speak, **4** 're staying, **5** doesn't set, **6** has … goes, **7** is changing, **8** wear

12 **1** 's getting, **2** gets, **3** Are you having **4** am, **5** Do you have, **6** do, **7** go, **8** 'm not going

13 **1** gets up, **2** are learning, **3** Is she working, **4** have, **5** play, have, win, **6** isn't going, **7** Do you always hang out, **8** finish, 're/are finishing

14 **1** Does this phone belong, **2** are you going?, **3** don't own, **4** I often forget, **5** Do you hate, **6** 's raining

15 **1** A, **2** A, **3** S, **4** S, **5** A, **6** S, **7** A, **8** S e A, **9** S, **10** A

16 **1** 's/is waking up, **2** 's/is starting, **3** likes, **4** seems, **5** 's/is reading, **6** understands, **7** 's/is speaking **8** has **9** hears, **10** 's/is getting up

17 **1** *incontrare*, see, **2** *possedere*, has, **3** *valutare*, 'm / am thinking, **4** *fare*, 's / is having, **5** *credere*, think **6** *vedere*, doesn't / can't see

18 **1** 're/are having, **2** plays, **3** leaves, **4** doesn't start, **5**, 're/are going, **6** ends

19 **Audio script** 128

We are going to London on the 3rd of May. We're travelling there by train. We 're meeting at the train station at 8.00. The train leaves at 8.30 and it arrives in London at 10.00.
In the morning, we're visiting Buckingham Palace, Big Ben and Trafalgar Square. We're having lunch in Hyde Park.
In the afternoon, we're taking a boat trip to Greenwich. The boat leaves at 14.30. We're visiting the Royal Observatory in Greenwich. Then we're getting the boat back to central London and the train home. The train leaves Paddington Station at 18.00.

1 're/are going, **2** 're/are travelling, **3** 're/are meeting, **4** leaves, **5** arrives, **6** 're/are visiting, **7** 're/are having, **8** 're/are taking, **9** leaves, **10** 're/are visiting, **11** 're/are getting, **12** leaves

Communication 4

1 **Audio script** 129

Izzie Hello Max. What are you up to?
Max Nothing much, but I'm going to Harry's house after school with Ella and Dan. Do you want to come with us?
Izzie Sorry, I can't. I'm busy this afternoon – I've got a piano lesson. But why don't we do something on Saturday? How about going into town? There's a great new shop in Grey Street. I want to buy some trainers.
Max OK, cool, I like shopping. Shall we go for a pizza after? Il Vulcano is near there.
Izzie I don't really like pizza. I'd rather have a burger somewhere. What about going to Burger Joint instead?
Max Alright then, a burger's fine too. What time shall we meet?
Izzie Let's meet about 1 o'clock.
Max OK, where?
Izzie Shall we meet in front of the cinema in Park Road? The shop's near there.
Max Good idea! See you there...
Izzie OK. See you on Saturday Max.

a 4; **b** 1; **c** 3; **d** 6; **e** 11; **f** 10; **g** 5; **h** 8, **i** 9; **j** 2; **k** 7

2 **1** a, **2** c, **3** b, **4** a, **5** a, **6** b, **7** c, **8** c, **9** a, **10** b

Summative practice 4

1 **1** get up, **2** get the bus, **3** has breakfast, **4** does her homework, **5** classrooms, **6** computer rooms, **7** Computer Science, **8** Geography

2 **Preliminary Part 5**

1 A, **2** B, **3** D, **4** C, **5** C, **6** A, **7** A, **8** A, **9** C, **10** D

3 **Audio script e soluzioni** 130

Hi Rose. What are you doing at the moment? I hope you aren't doing your homework. It's Friday evening! Sophie and I aren't studying because there's a concert in the park. It starts at eight o'clock tonight and we're going. Why don't you come with us? We're getting ready now and my mum is driving us there at half past seven. We've got four tickets, so how about inviting your brother too? Message me!

4 In big cities in India, some children live on the streets because they haven't got a family/families, and they can't go to school. They often hang out there with their friends in the train stations. But now a special type of school is helping these children to learn. These 'platform schools' are in train stations and the teacher teaches the classes next to the trains. Over/More than 4,000 children in India are learning to read and write thanks to these schools.

5 Risposte personali.

Starter → Unit 4

1 **Audio script 131**: vedi Workbook es. 1

1 He goes to high school in Lawrence, Kansas.
2 He's planning to go to university to study Chemistry.
3 He doesn't like playing video games or chatting online / playing basketball or football.
4 They're a group of volunteers.
5 They're helping to rebuild houses destroyed by a tornado.
6 They only work in the morning because it's hot in the afternoon in June.
7 He likes it because he enjoys having a rest and chatting to the other volunteers.
8 To make it strong for the next time a tornado comes.

2 **Audio script** 132

Tyler Hi Molly. How are you?
Molly Hi Tyler, I'm good thanks.
Tyler How's your holiday going? Are you having a good time in Edinburgh? It seems like a fun place in your photos on Instagram.
Molly Yeah, I'm really enjoying it. My cousins are showing me the city and we're hanging out with their friends.
Tyler Are you doing any work for the exams?
Molly No way! It's the holidays! I'm not doing school work!
Tyler Me neither! I don't usually get up before lunch time!
Molly Me too – I don't get dressed until the afternoon!
Tyler I'm a bit worried about Physics and Maths…
Molly Chill out. You've got time to study. Have a break first.
Tyler Yeah, you're right. What are you doing today?
Molly My cousin Flora and I are going for a walk. There's a hill, Arthur's Seat, in the city centre and it's got a great view. I want to take some photos.
Tyler Cool. Are you having lunch there?
Molly Well there isn't a café, but we're taking some sandwiches.
Tyler Is the weather nice?
Molly Yes, the sun's shining today. But it is Scotland, so it changes every five minutes!
Tyler What are you doing after that?
Molly I want to get the bus into town. I'm going shopping for a present for you!
Tyler Oh, thank you! When are you coming back? I can't wait to hear all about Edinburgh!
Molly Next Saturday. I'm arriving at the airport at six o'clock.
Tyler OK. Shall we meet on Saturday evening?
Molly Good idea. I'll text you when I'm home.
Tyler OK Molly, see you. Bye.
Molly Bye Tyler.

1 on holiday, **2** her cousins, **3** get up, **4** Physics and Maths, **5** the city centre, **6** take photos, **7** a present for Tyler, **8** next Saturday

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Unit 5

EAT WELL, LIVE WELL

p. 160

Vocabulary > Map it!

1 **A Food and drink**

apples *mele,* beans *fagioli,* beef *manzo,* biscuits *biscotti,* bread *pane,* butter *burro,* cabbage *cavolo,* cake *torta,* carrot *carota,* cereal *cereali,* cheese *formaggio,* chicken *pollo,* chips *patatine fritte,* chocolate *cioccolato,* coffee *caffè,* courgettes *zucchine,* crisps *patatine (in sacchetto),* eggs *uova,* fish *pesce,* fizzy drink *bevanda/bibita gassata,* fruit *frutta,* fruit juice *succo di frutta,* ham *prosciutto,* ice cream *gelato,* lamb *agnello,* lemons *limoni,* meat *carne,* milk *latte,* nuts *frutta a guscio (noci, noccioline,…),* octopus *polpo,* onions *cipolle,* oranges *arance,* peaches *pesche,* peas *piselli,* peppers *peperoni,* potatoes *patate,* rice *riso,* salad *insalata,* sandwich *panino, tramezzino,* seafood *frutti di mare,* soup *zuppa, minestra,* tea *tè,* tomatoes *pomodori,* tuna *tonno,* vegetables *verdure,* water *acqua,* yoghurt *yogurt*

B Portions and containers

bottle *bottiglia*, bowl *ciotola,* can *lattina,* carton *cartone, contenitore,* cup *tazza,* glass *bicchiere,* packet *pacchetto,* piece *pezzo,* slice *fetta,* tin *barattolo*

C Adjectives to describe food and drink

delicious *delizioso,* disgusting *disgustoso,* fatty *grasso,* fresh *fresco,* fried *fritto,* healthy *salutare,* spicy *piccante,* sweet *dolce,* tasty *saporito, gustoso*

Vocabulary practice 5

1 **1** cabbage, **2** chips, **3** crisps, **4** fish, **5** nuts, **6** cereal, **7** apples, **8** oranges, **9** cake

2 **1** soup, **2** biscuits, **3** ice cream, **4** lemons, **5** fruit, **6** ham, **7** fizzy drink, **8** tomatoes, **9** eggs, **10** bread

3 **1** beef, **2** octopus, **3** carrots, **4** butter, **5** milk, **6** beans, **7** potatoes, **8** meat

4 **Audio script** 133

SHOPPING LIST
- 8 cans of fizzy drinks
- 4 big bottles of water
- 2 cartons of orange juice
- 4 big packets of crisps
- plastic cups
- plastic bowls

1 cans, **2** bottles, **3** cartons, **4** packets, **5** cups, **6** bowls

5 **1** cups, **2** carton, **3** glass, **4** packet, **5** slices, **6** bowl

6 **1** delicious, **2** healthy, **3** fatty, **4** fresh, **5** spicy, **6** tasty, **7** fried, **8** sweet

Grammar > Map it!

1 singolare, **2** plurale, **3** singolare, **4** affermative, **5** negative, **6** aggettivi/pronomi, **7** aggettivi/pronomi, **8** many, **9** much, **10** affermative, **11** interrogative, **12** negative, **13** many, **14** few, **15** enough, **16** much, **17** little, **18** enough

Grammar practice 5

1 **Countable**: book, apple, egg, pea, courgette, biscuit, book, guitar, onion, sandwich

Uncountable: ham, homework, news, cereal, money, sugar, information, advice, butter, tuna

Both: tea, coffee, cake, chocolate, fruit juice

2 **1** a piece of, **2** some, **3** the, **4** 250 gms of, **5** some, **6** a piece of, **7** some, **8** a piece of, **9** some, **10** the, **11** the **12** some

3 **1** are, two packets of, **2** These packets of, are **3** Is, any, **4** This, is **5** are, two **6** Fish, is **7** The lemons, are **8** isn't, any **9** Is, any **10** is, some, some

4 **1** a, a, **2** some, some, **3** an, some, **4** a, **5** some

5 **1** any, D, **2** some, R, **3** some, P, **4** any, D, **5** some, O, **6** any, D, **7** some, R, **8** some, O

6 **Audio script** 134

Alice I want to try this recipe. Have we got an onion?
Oscar Yes, there are some in that bag.
Alice Are there any peppers?
Oscar No. Sorry, there aren't any.
Alice OK, so we need to buy peppers. Have we got any olive oil?
Oscar There isn't any olive oil here.
Alice I need pasta too. Is there any?
Oscar We've got two packets.
Alice I need some ham too.
Oscar There's a packet of ham in the fridge.
Alice Tomatoes and courgettes?
Oscar No, we haven't got any.

1 an, **2** some, **3** any, **4** any, **5** any, **6** any, **7** any, **8** some, **9** a, **10** any

7 **1** any, a, X, **2** Some, X, **3** any, some, **4** Some, an, **5** any, **6** X, any

8 **1** How many, **2** How much, **3** How much, **4** How many, **5** How much, **6** How much, **7** How many, **8** How much

9 **1** coffees, **2** homework, **3** yoghurts, **4** money, **5** chocolates, **6** yoghurt, **7** coffee **8** chocolate

10 **Audio script** 135

1 The students haven't got much free time.
2 Do you take many photos?
3 In the UK, people eat a lot of butter.
4 I don't eat many sweets.
5 **A** lot of sugar is bad for you.
6 **A** How much homework have you got today?
B A lot, unfortunately.
7 **A** How much do you earn for babysitting?
B Not much. Only 5 euros an hour.
8 **A** How many video games have you got?
B Not many. Only three.

1 much, **2** many, **3** a lot of, **4** many, **5** A lot of, **6** A lot, **7** Not much, **8** Not many.

11 **1** a lot of/lots of, **2** many, **3** many, **4** many, **5** a lot of/lots of, **6** much, **7** a lot of/lots of, **8** much, **9** a lot /lots of, **10** many

12 **1** a little, **2** no, **3** a few, **4** no, a little, **5** A few, **6** No

13 **1** Vegetarians eat no meat or fish.
2 I haven't got any money for the snack machine.
3 There aren't any busses on Sundays.
4 I know no songs in Italian. Sorry!
5 Callum has got no friends where he lives.
6 There is no fruit juice left.
7 There isn't any salt in this risotto. It's terrible!
8 We've got no time to play games now.

14 **1** not enough, **2** enough, **3** not enough, **4** too many, **5**, enough, **6** too much

15 **Audio script e soluzioni** 136

1 There isn't enough sugar in my coffee.
2 Not enough teenagers are interested in politics.
3 I've got too little free time during the week.
4 There aren't enough people present to vote.
5 We've got too few players to make a team.
6 Anna hasn't got enough experience for that job.

16 **1** too little, **2** too many, **3** too much, **4** too few, **5** too little, **6** too little

17 Risposte personali.

18 **1** D, **2** O, **3** OQ, **4** P, **5** OQ, **6** O, **7** D, **8** P

19 **1** Would you like, **2** I'd like, **3** to dance, **4** don't like singing, **5** to have, **6** like, **7** would like, **8** Does

Communication 5

1 **Audio script** 137

Waiter Are you ready to order?
Sophie Yes, we are.
Waiter OK. What can I get you?
Sophie Can I have a chicken sandwich, please?
Waiter I'm really sorry, but we're out of that. How about a cheese and tomato sandwich? Or the ham sandwich is really good.
Sophie OK, why not? I'll have the ham sandwich.
Waiter Good choice. Would you like any salad or crisps with it?
Sophie Yes please. I'd like some crisps.
Waiter No problem. And what can I get you?
Joe I'd like a kebab, please. A chicken kebab.
Waiter OK. And would you like anything to drink?
Joe Can we have a big bottle of water, please?
Sophie And I'd like a cola too.
Waiter Of course. Is that everything?
Joe Yes, thanks.

1 What can I get you, **2** Can I have, **3** I'm really sorry but, **4** I'll have **5** Would you like any, **6** I'd like **7** anything to drink, **8** Is that everything

2 **1** C, **2** C, **3** C, **4** W, **5** W, **6** W, **7** W, **8** C, **9** C, **10** W

Summative practice 5

1 **1** eggs, **2** carton, **3** cheese, **4** piece, **5** packet, **6** cup, **7** onion, **8** slices, **9** bottle, **10** butter

2 **1** some, **2** a few, **3** no, **4** enough, **5** many, **6** a little, **7** Some, **8** How much, **9** Not much, **10** not many

3 **Audio script e soluzioni** 138

What is a healthy diet? Different countries have different ideas. In Japan they think that it's important not to eat too much food. Japanese people love food, but they don't eat a lot of different dishes at meal times. They only eat a few small dishes, usually one or two. And they don't eat a lot of meat. Sometimes they have beef or chicken, but they prefer fish and vegetables, and of course, they love rice.

4 My favourite meal of the week is breakfast on Sunday morning. I get up late – at 11 o'clock – then I make my special breakfast. I usually make muffins with yoghurt and fruit, or I cook (some) eggs with bacon. Today it's Sunday and I'm making crepes for my family. You need eggs, milk and flour to make them – it's easy. I'm also cooking (some) peaches with lemon and sugar to eat with the crepes – delicious!

5 Risposte personali.

Starter → Unit 5

1 **Audio script 139**: vedi Workbook es. 1

1 E, **2** D, **3** G, **4** B, **5** A, **6** F

2 **1** It's near Bologna in Italy.
2 It teaches students how to make *gelato*/ice cream.
3 They study the characteristics of different types of sugar, milk, butter and other key ingredients.
4 You can study different types of ice cream preparation, or ice cream business management.
5 Tom wants to make organic ice cream.
6 His new flavour is green tea ice cream.

Unit 6

AMAZING PEOPLE

p. 170

Vocabulary > Map it!

1 **A Jobs**

actor *attore,* actress *attrice,* architect *architetto,* artist *artista,* dancer *ballerino,* director *regista,* entrepreneur *imprenditore,* fashion designer *stilista di moda,* inventor *inventore,* journalist *giornalista,* musician *musicista,* photographer *fotografo,* scientist *scienziato,* singer *cantante,* sportsperson *sportivo,* writer *scrittore*

B Life events

be born *nascere,* die *morire,* do a degree *fare un corso di laurea,* get a job *trovare un lavoro,* get divorced *divorziare,* get married *sposarsi,* go to school *frequentare la scuola,* graduate *laurearsi,* grow up *crescere,* have children *avere figli,* leave home *andare via di casa,* live alone *vivere da solo,* live with (someone) *vivere con (qualcuno),* move to *trasferirsi a/in,* retire *andare in pensione,* work for/as *lavorare per /come*

C Adverbs of sequence

after *dopo,* after that *dopodiché,* afterwards *successivamente,* finally *alla fine, infine,* first *in primo luogo, per prima cosa,* first of all *prima di tutto,* later *poi, dopo,* next *poi, subito dopo, successivamente,* then *poi, in seguito*

Vocabulary practice 6

1 **1** director, **2** entrepreneur, **3** singer, **4** photographer, **5** inventor, **6** sportsperson, **7** writer, **8** actor

2 **1** actress, **2** musician, **3** fashion designer, **4** artist, **5** dancer, **6** journalist, **7** architect, **8** scientist

3 **1** entrepreneur, **2** scientist, **3** inventors, **4** director

4 **Audio script** 140

1 In the UK, children first go to school at the age of five.
2 My brother wants to do a degree in Physics at Cambridge University.
3 My sister doesn't want to get married. She doesn't believe in marriage.
4 Our baby brother is so cute, I don't want him to grow up!
5 I would like to get a job in the theatre when I finish college.
6 Frank hopes to leave home and get an apartment when he goes to college, but his parents aren't happy about it.
7 **A** Do you want to have children when you're older?
B Yes, I love babies!
8 Does Harry live here alone, or does he live with someone?
9 Most people can't stop work and retire until they are 67 years old.
10 I love computers and in the future I'd like to work for a big computer company.
11 Unfortunately, Alice and Justin want to get divorced after only two years of marriage.
12 When I finish university and graduate, I want to have a big party!

1 go to school, **2** a degree, **3** get married, **4** grow up, **5** get a job, **6** leave home, **7** have children, **8** live with someone, **9** retire, **10** work for, **11** get divorced, **12** graduate

5 **1** First, **2** Then/Next, **3** Next/Then, **4** After that, **5** Finally

Grammar > Map it!

Past simple: verb *be*: **1** were, **2** were, **3** not, **4** Was, **5** Were, **6** was, **7** weren't

Past simple: **1** -ed, **2** moved, **3** planned, **4** carried, **5** forma base, **6** Did, **7** didn't

Subject and object questions: **1** soggetto, **2** oggetto

Grammar practice 6

1 **1** It was Easter. The students were on holiday.
2 I wasn't interested in politics, …
3 Was the library open?
4 This T-shirt wasn't very expensive.
5 Were you tired …?
6 We were late for school.

2 Risposte personali.

3 **1** Was Ettore Majorana an architect? No, he wasn't. He was a scientist. **2** Were the Wright brothers farmers? Yes, they were. They were airplane engineers too. **3** Was Marilyn Monroe an actress? Yes, she was. She was a singer too. **4** Were George Michael and David Bowie directors? No, they weren't. They were musicians. **5** Was Gianni Versace a dancer? No, he wasn't. He was a fashion designer. **6** Was Steve Jobs and entrepreneur? Yes, he was. He was an inventor, too.

4 Audio script 141

A It was January 1492. Christopher Columbus was at the Spanish court in Cordoba to ask King Ferdinand and Queen Isabella to sponsor his expedition to Asia. The Spanish monarchs were interested in finding a sea route to Asia to import spices. Queen Isabella wasn't entirely convinced of Columbus's plan, but King Ferdinand was sure that it was a good idea because Columbus was an experienced navigator. There were three ships in the expedition. Columbus was the first European explorer to sail to America, but he was convinced he was in Asia, not America.

B It was one o'clock in the morning. Mum, Dad and my sister were in bed. The house was silent. I was in my room, but I wasn't tired. I was completely awake, my head full of thoughts – well, one thought – Jack… Jack, the new boy in my class. In my imagination we were at a party together and Jack wasn't my classmate, he was my boyfriend and we were in love. I, Olivia, was the girlfriend of the coolest guy in the class.

1 was January, **2** was at, **3** were interested, **4** wasn't entirely, **5** was sure, **6** was an experienced, **7** were three, **8** was in Asia, **9** was one, **10** my sister were, **11** was silent, **12** wasn't tired, **13** were at a party **14** wasn't my

5 **1** Were you born in 2004? **2** Was your mum born in London? **3** Where were you born? **4** Were you born in hospital? **5** Was your dad born in the town where you live? Risposte personali.

6 ***-d***: lived, graduated

-***ed***: walked, played, painted

double consonant + *-ed*: stopped, travelled, preferred, chatted, transferred

-***ied***: studied, cried

7 **1** travelled, **2** painted, **3** preferred, **4** stopped, **5** lived, **6** transferred, **7** graduated, **8** walked, **9** studied, **10** cried, **11** played, **12** chatted

8 **1** c, **2** d, **3** b/e, **4** f, **5** a, **6** b/e

9 **1** began, **2** became, **3** left, **4** bought, **5** fell

10 Audio script 142

Jack woke up at half past six. It was summer and it was already light outside. His family were all in bed. He got up, got dressed and went downstairs to the kitchen. He drank a coffee and ate some biscuits. Then he left the house. It was Saturday. He was free to do what he wanted.

He took his bike from the garage and cycled in the direction of the sea. After half an hour he reached the coast. The road ran along the coast and there was a fantastic view. After another half hour, he began to feel tired, so he stopped. The sun felt warm on his face.

1 woke up, **2** got up, **3** went, **4** drank, **5** ate, **6** left, **7** took, **8** ran, **9** began, **10** felt

11 **1** Dante didn't write *The Decameron*.
2 Botticelli didn't paint the Sistine Chapel.
3 The Roman emperor Nero didn't build the Colosseum.
4 Stephen Spielberg didn't direct the film *Avatar*.
5 The Beatles didn't grow up in Manchester.
6 Italy didn't win the FIFA World Cup in 2010.

12 **1** Did your friends message you yesterday?
2 Did you drink some milk for breakfast this morning?
3 Did you download any music last week?
4 Did your English teacher give you any homework last week?
5 Did it rain yesterday?
6 Did you post any photos on social media last month?
Risposte personali.

13 **1** did you visit?, **2** did you watch?, **3** did Leo leave this morning?, **4** did you eat?, **5** did she buy it?, **6** did he give her?

14 **1** Ricky couldn't do snowboarding before but he can now. **2** I couldn't speak to the doctor because the line was engaged. **3** Could you cook before you left home?
4 Phoebe could sing well when she was a teenager.
5 The students couldn't use the language lab because it was in use. **6** Could Ryan swim when he was a child?

15 Frasi: 2 e 5

16 **1** Who took it?
2 What did you eat?
3 What caused it?
4 Where did you stay?
5 How many people went to it?
6 Who messaged you?

17 Audio script e soluzioni 143

1 When did Caravaggio paint this picture? – In 1600.
2 Where was it until 1969? – In the St Lawrence Oratory in Palermo.
3 What happened on the 16th of October 1969? – The painting disappeared.
4 Who stole the painting? – A group of people.
5 Did the police find it? – No, they didn't.
6 Did someone take it out of Italy? – We don't know.

Communication 6

1 Audio script 144

Jess How was your weekend, Matt?
Matt Not bad, thanks.
Jess What did you get up to?
Matt I went swimming on Saturday morning and in the afternoon, I went to Sam's house. What about you?
Jess I went shopping with some friends in the afternoon.
Matt Yeah? Who went with you?
Jess Katherine and Rachel.
Matt Oh, they're both nice. What shops did you go to?
Jess Well, first we went to buy jeans for Rachel in TopGirl.
Matt Did you buy anything, or just Rachel?
Jess Yes, I bought a top. It's really cool.
Matt Did you do anything in the evening?
Jess Yes, we did. We went to have an ice cream at Maud's.
Matt Maud's? The new ice cream place? How was it?
Jess It was fantastic. Their ice cream is delicious!

f 1; **a** 2; **d** 3; **c** 4; **h** 5; **k** 6; **b** 7; **e** 8; **n** 9; **g** 10; **j** 11; **i** 12; **o** 13; **m** 14; **l** 15

2 **1** What did you get up to? – I played tennis with my cousin. **2** Where did you go? – We went to the cinema in the centre. **3** Who went with you? – My friends from school went too. **4** What did you watch? – We watched a horror film. **5** What happened? – I lost my bag! **6** Did you have a good time? – Yes, I did, thanks.

Summative practice 6

1 **1** photographer, **2** live alone, **3** writer, **4** graduate, **5** scientist, **6** first, **7** architect, **8** inventor, **9** get (a) job, **10** then

2 **1** c, **2** b, **3** a, **4** c, **5** b, **6** c, **7** b, **8** c, **9** a, **10** b

3 **Audio script e soluzioni** 145

My grandad was born in Scotland. He lived with his mother and sister on a small island. His father died when grandad was four years old. Grandad was very good at drawing. He wanted to do a degree in Art, but his family were poor. He left school when he was fourteen and got a job on a farm. But he always loved nature and painted lots of beautiful pictures of the animals on the island.

4 Gianni Versace was born in 1946 in Reggio di Calabria, Italy. He learned to make clothes from his mother – she was a dressmaker. In 1972, Gianni Versace moved to Milan and worked as a fashion designer. He created his first collection in 1978, and started a family business with his sister Donatella and his brother Santo. In the 1980s/80s and 1990s/90s Versace was one of the world's top fashion designers. He created clothes for Madonna, Princess Diana and Elton John. He died in 1997.

5 Risposte personali.

Starter → Unit 6

1 **Audio script 146**: vedi Workbook es. 1

1 She was born in Yonkers, New York in the USA.
2 Her name came from the Queen song *Radio Ga Ga*.
3 She wrote her first song when she was 13.
4 She decided to leave to focus on her career and find creative inspiration in the real world instead.
5 She was a dancer.
6 She got a job as a songwriter for a record company.
7 She recorded her first album in 2008.
8 It's the name of Lady Gaga's creative team.

2 **Audio script** 147

Interviewer Hello and welcome to *Animal Magic*. Today I'm talking to the scientist Stephen Kendal about his work in Madagascar. Hi, Stephen. When did you first go to Madagascar?
Scientist I went there for the first time in April 2012 – and I still love it!
Interviewer Did you go there with a team of other scientists? Who went with you?
Scientist I was with a photographer and a journalist from *Nature* magazine. We wanted to try and find some rare animals called lemurs.
Interviewer Why were you interested in lemurs?
Scientist Well, I studied them at university. I did a degree in Biology and after I graduated, I also worked as the manager of a zoo. We had a family of lemurs there.
Interviewer Where did you go to look for the lemurs?
Scientist First, we travelled to the north of the island, to the Tsingy National Park. A lot of the animals and plants there are very unusual.
Interviewer Is that why a lot of scientists go to Madagascar?
Scientist Yes, it is. Madagascar is a paradise for biologists. And I wanted to help save its unique animals.
Interviewer Where did you go after the National Park?
Scientist We went to the forest to study the fossa.
Interviewer The fossa? What is that?!
Scientist It's an animal a bit like a very big cat. It only lives in Madagascar.
Interviewer Is it dangerous?
Scientist Well, it can be... Actually, we had some problems with a fossa on my second trip.
Interviewer Really? What happened?
Scientist Well, I was with the director of the National Park in the forest when our jeep developed a problem…

1 F, **2** H, **3** B, **4** G, **5** D, **6** C **Extra endings**: A & E

Unit 7

CITY LIVING

p. 180

Vocabulary > Map it!

1 **A Shops and places in town**

arts centre *centro / associazione culturale,* bank *banca,* bookshop *libreria,* bridge *ponte,* café *bar,* chemist's *farmacia,* church *chiesa,* clothes shop *negozio di abbigliamento,* crossroads *incrocio,* department store *grande magazzino,* hairdresser's *parrucchiere,* hospital *ospedale,* library *biblioteca,* market *mercato,* museum *museo,* newsagent's *edicola,* office building *edificio / palazzo edibito a uffici,* park *parco,* police station *stazione / commissariato di polizia,* post office *ufficio postale,* restaurant *ristorante,* roundabout *rotatoria, rotonda,* shoe shop *negozio di scarpe,* shopping centre *centro commerciale,* sports shop *negozio di sport,* square *piazza,* stadium *stadio,* supermarket *supermercato,* takeaway *ristorante take away / con servizio da asporto,* traffic lights *semaforo*

B Transport

bike *bicicletta,* boat *barca,* bus *autobus,* car *macchina, auto,* coach *pullman,* ferry *traghetto,* lorry *camion,* motorbike *moto,* plane *aereo,* scooter *motorino, scooter,* ship *nave,* taxi *taxi,* train *treno,* tram *tram,* underground *metropolitana,* van *furgone*

C Travel verbs

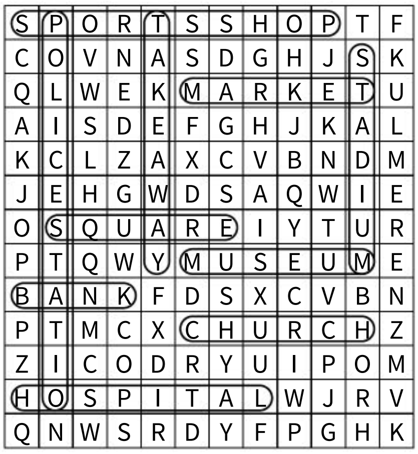
catch *prendere,* drive *guidare,* get *prendere,* get into *salire,* get off *scendere,* get on *salire,* get out of *scendere,* go by *andare in (+ mezzo di trasporto),* miss *perdere,* ride *andare (in bici, motorino, ecc.),* take *prendere*

D Adjectives to describe places

exciting *emozionante,* green *verde,* historic *storico,* incredible *incredibile,* lively *animato, vivace,* multicultural *multiculturale ,* picturesque *pittoresco,* spectacular *spettacolare,* trendy *alla moda,* vast *vasto*

Vocabulary practice 7

1



S	P	O	R	T	S	S	H	O	P	T	F
C	O	V	N	A	S	D	G	H	J	S	K
Q	L	W	E	K	M	A	R	K	E	T	U
A	I	S	D	E	F	G	H	J	K	A	L
K	C	L	Z	A	X	C	V	B	N	D	M
J	E	H	G	W	D	S	A	Q	W	I	E
O	S	Q	U	A	R	E	I	Y	T	U	R
P	T	Q	W	Y	M	U	S	E	U	M	E
B	A	N	K	F	D	S	X	C	V	B	N
P	T	M	C	X	C	H	U	R	C	H	Z
Z	I	C	O	D	R	Y	U	I	P	O	M
H	O	S	P	I	T	A	L	W	J	R	V
Q	N	W	S	R	D	Y	F	P	G	H	K

2 **1** chemist's, **2** shoe shop, **3** park, **4** hairdresser's, **5** bookshop, **6** restaurant, **7** post office, **8** library

3 **1** takeaway, **2** newsagent's, **3** clothes shop, **4** supermarket, **5** arts centre, **6** office building, **7** traffic lights, **8** bridge

4 **1** went by, **2** bus, **3** ride, **4** get out of, **5** train, **6** miss, **7** ferry, **8** drive

5 **Audio script e soluzioni** 148

1 trendy, **2** historic, **3** green, **4** lively, **5** vast, **6** multicultural, **7** picturesque, **8** spectacular

Grammar > Map it!

should*, *shouldn't: **1** not/n't, **2** forma base

be going to: **1** am, **2** is, **3** forma base, **4** Am, **5** Is, **6** Are, **7** forma base

Prepositions of movement: **1** along, **2** around/round, **3** from … to, **4** on, **5** past, **6** through, **7** towards, **8** under, **9** up/down

Prepositions of place (2) - *at*, *in*, *on*: **1-2-3-4** on, **5-6-7-8** at, **9-10-11-12** in

Grammar practice 7

1 **1** shouldn't, **2** shouldn't, **3** should, **4** shouldn't, **5** should, **6** should

2 **1** shouldn't, **2** should, **3** should, **4** shouldn't, **5** should, **6** shouldn't, **7** should, **8** shouldn't

3 **1** should cut, **2** should phone, **3** shouldn't make, should go, **4** should explain, shouldn't continue, **5** should think, **6** shouldn't worry, should ask

4 **Audio script e soluzioni** 149

Oscar I copied my essay from the Internet. Should I tell the teacher?
You Yes, you should. It's the right thing to do.
Oscar I'm thinking of buying the XF5 phone. Should I buy it?
You No, you shouldn't. It's too expensive.
Oscar I really like Myla. Should I ask her to go out with me?
You Yes, you should. She's cool.
Oscar I don't know what to wear to the party. Should I wear this T-shirt?
You No, you shouldn't. I don't like it.

1 Should I tell the teacher? **2** Yes, you should. **3** Should I buy it? **4** No, you shouldn't. **5** Should I ask her to go out with me? **6** Yes, you should. **7** Should I wear this T-shirt? **8** No, you shouldn't.

5 **1** is/'s going to wash her. **2** isn't going to paint her. **3** 'm going to wear my new, **4** is/'s going to get the bus to the town centre., **5**, is/'s going to look at the shops., isn't going to buy, **6** is going to relax all, **7** is/'s going to stay in his, - is/'s going to wash, isn't going to help, **8** 'm going to post some photos, **9** 'm not going to phone **10** is going to go, is going to go

6 **1** Are you going to play video games today?
2 Are you and your friends going to go shopping on Saturday afternoon?
3 Is your mum going to make pizza tonight?
4 Are you going to watch TV this evening?

Risposte personali.

7 **Audio script e soluzioni** 150

1 Are you going to stay in bed all day?
2 Is it going to rain?
3 We are/'re going to tell our parents about the problem tonight.
4 What is George going to give his girlfriend for Christmas?
5 I'm not going to eat these vegetables.
6 You are/'re going to miss the train.
7 Sunita isn't going to have a party on her birthday.
8 We are/'re going to be late for the film.

Intenzione: frasi 1, 3, 4, 5, 7; **Previsione**: frasi 2, 6, 8

8 **1** is/'s going to be, **2** are/'re going to start, **3** isn't going to rain, **4** is/'s going to ask, **5** is/'s going to hit, **6** is going to go out

9 **1** is leaving, **2** are going to stay, **3** 'm going to have, **4** aren't using, **5** is taking, **6** Are you going to relax

10 **1** are/'re having, **2** are/'re giving, **3** is/'s bringing, **4** are/'re going to ask, **5** are/'re getting, **6** is/'s preparing, **7** are/'re going to sing, **8** are/'re going to give

11 **Audio script** 151

1 The bus drove past the bus stop without stopping!
2 We went up to the top of the Eiffel Tower.
3 Why don't we go across the square to the café on the other side?
4 The train goes through a lot of tunnels between Florence and Bologna.
5 As our plane flew over London, we saw Big Ben.
6 How do I get from here to West Street?
7 The dog ran towards the wall and jumped over it.
8 Yesterday it was a beautiful day, so I ran around the lake in the park twice.
9 That lorry is too high to go under the bridge!
10 The tourist bus went along Oxford Street.

1 past, **2** up, **3** across, **4** through, **5** over, **6** from… to, **7** towards, over, **8** around, **9** under, **10** along

12 **1** at, **2** in, **3** on, above, **4** on, **5** in, **6** opposite, **7** on, **8** in, **9** at, **10** in

13 **1** I saw a documentary on TV. **2** We saw a film at the cinema. **3** I read the article in the newspaper. **4** The exercise is on page 135. **5** There's a cat in the house. **6** The kids are on holiday today.

Communication 7

1 **Audio script** 152

Freya Excuse me. How do I get to the football stadium from here?
Man It's easy – it's isn't far.
Freya Great! Can you tell me the way, please?
Man Yes, of course. You're in Redhall Road now, so go down this street as far as George Square. Go past the museum and then at the traffic lights, turn left. After that, take the first right – that's Forbes Road. The stadium is at the end of that road. It's huge. You can't miss it!
Freya OK, so I go down this street as far as George Square.
Man Yes, that's right. You've got it.
Freya And how far is it from here to the square?
Freya Not far. It takes about ten minutes.
Luke Great, thanks a lot.
Man No problem.

1 How do I get, **2** tell me the way, **3** at the traffic lights, **4** take the first right, **5** You can't miss it, **6** You've got it, **7** how far is it, **8** about ten minutes

2 **a** Asking for directions – 3, 11, **b** Asking about distance - 8, **c** Asking about time – 6, **d** Giving directions – 1, 4, 9, 10, **e** Giving an estimate of time – 5, 12, **f** Giving as estimate of distance – 2, 7

Summative practice 7

1 **1** historic, **2** drive, **3** get on, **4** trams, **5** bikes, **6** green, **7** spectacular, **8** ships

2 **1** b, **2** a, **3** c, **4** d, **5** b, **6** c, **7** b, **8** a, **9** c, **10** c

3 **Audio script e soluzioni** 153

In my town there's a department store that closed down ten years ago. There are some proposals to make it into flats or offices, but at the moment it's empty.
I think we should use this historic building to make a new arts centre. This would be a great place to meet, watch films and see exhibitions. We could also have a café and a shop in it too. This is a good solution because it helps the local community.

4 Hi Jen,
I'm in Thailand with my family. We're in Bangkok this week, then we're going to go to the beach, probably near Phuket. Our hotel is very big with spectacular gardens. There are two restaurants, a café and a hairdresser's! It's on the river and you can see lots of small/little boats. There's a market on the river every morning too. / There's also a market on the river every morning. You should see all the unusual fruit and vegetables – it's really picturesque! I love Bangkok – it's so lively!

5 Risposte personali.

Starter → Unit 7

1 **Audio script 154**: vedi Workbook es. 1

1 Buckinghamshire, England.
2 in miniature.
3 in the 1930s.
4 can move.
5 a vast railway network.
6 its own character.

2 **1** You can find a railway station, a chemist's, a church, a café, a castle, an airport and a department store.
2 You should visit it because it's unusual/it's in miniature.
3 It represents life in the 1930s.
4 There are 4,000 people and animals.
5 It mentions trains, ships and ferries.
6 It's a department store.
7 The model village is going to be open until 8.00 pm in the summer.
8 They're going to organise treasure hunts and quizzes for children.

Unit 8

YOUR STYLE

p. 190

Vocabulary > Map it!

1 **A Clothes**

boots *stivali, scarponi,* coat *cappotto,* dress *vestito,* hoodie *felpa con cappuccio,* jacket *giubbotto, giacca,* joggers *pantaloni da tuta/jogging,* jumper *maglione,* leggings *leggings,* sandals *sandali,* shirt *camicia,* shoes *scarpe,* shorts *pantaloni corti,* skirt *gonna,* socks *calzini,* tights *collant,* top *top,* trainers *scarpe da ginnastica,* trousers *pantaloni,* T-shirt *maglietta*

B Adjectives to describe clothes

baggy *largo,* casual, sporty *casual, informale, sportivo,* long *lungo,* patterned *fantasia,* plain *semplice, a tinta unita, senza disegni/fantasia,* short *corto,* smart *elegante,* tight *aderente, stretto,* trendy *alla moda, di tendenza, trendy,* unfashionable *passato di/fuori moda*

C Accessories

bag *borsa,* belt *cintura,* bracelet *braccialetto,* cap *cappellino con visiera,* earphones *auricolari, cuffie,* earrings *orecchini,* fitness tracker *dispositivo elettronico per il fitness,* glasses *occhiali,* gloves *guanti,* hat *cappello,* necklace *collana,* ring *anello,* scarf *sciarpa, foulard,* sunglasses *occhiali da sole,* tie *cravatta,* watch *orologio (da polso)*

D Fashion

classic *classico,* cool *bello, stupendo,* designer *stilista,* elegant *elegante, raffinato,* formal *formale,* high-street brand *marca commerciale,* outfit *completo,* style *stile,* stylish *che ha stile, elegante,* well-dressed *ben vestito*

Vocabulary practice 8

1 **1** socks, **2** joggers, **3** sandals, **4** trainers, **5** trousers, **6** shirt

2 **1** top, **2** trousers, **3** sandals, **4** trainers, **5** boots, **6** coat, **7** jumper, **8** jacket

3 **Audio script e soluzioni** 155

1 Mini-skirts are very short – they usually stop above the knees.
2 Do you prefer the pink top, or the patterned top with the blue flowers?
3 Carla likes big clothes, she always wears baggy T-shirts and jeans.
4 At the weekend I like to wear casual, sporty clothes.
5 I wear the clothes I like – I don't care if they're unfashionable.

4 **1** gloves, **2** necklace, **3** sunglasses, **4** watch, **5** earrings, **6** tie, **7** scarf, **8** earphones

5 **1** formal, **2** classic, **3** an outfit, **4** elegant, **5** casual, **6** designers, **7** well-dressed, **8** high-street brands, **9** stylish, **10** cool

Grammar > Map it!

too*, (*not*) *enough: **1** aggettivo, **2** not, **3** troppo, **4** (non) abbastanza

Comparative and superlative adjectives: **1** -r, **2** more, **3**-y, **4** -est, **5** -iest, **6** less, **7** as

Grammar practice 8

1 **1** too heavy, **2** too hot, **3** too high, **4** too short, **5** too tight, **6** too expensive

2 **Audio script** 156

1 He is not strong enough to lift the boxes.
2 The soup is not cool enough to eat.
3 The light switch is not low enough to reach.
4 The bed is not long enough for Dan.
5 The jeans are not big enough for Sandra.
6 The coat is not cheap enough for Ellie to buy.

1 not strong enough, **2** not cool enough, **3** not low enough, **4** not long enough, **5** not big enough, **6** not cheap enough

3 **1** ’re too late., **2** aren’t modern enough., **3** ’s too small., **4** ’s too cold. **5** ’s smart enough., **6** ’s too dangerous. **7** aren’t old enough. **8** ’re too noisy.

4 **1** younger, **2** trendier, **3** more fun, **4** safer, **5** worse, **6** easier, **7** more difficult, **8** bigger, **9** brighter, **10** hotter, **11** more intelligent, **12** happier, **13** politer/more polite, **14** more expensive

5 **1** warmer, **2** longer, **3** more dangerous, **4** more interesting, **5** better, **6** further/farther

6 **Audio script** 157

Ava OK, so we need to decide: London or Yorkshire?

Joe Yorkshire is a lot farther/further than London. It’s 230 kilometres from here. London is a lot closer.

Ava It’s a lot easier to get to London too. We can get the train. The trains are fast and frequent.

Joe Yes, but we can get a coach to Yorkshire. And the coach is a bit cheaper.

Ava What about accommodation? Is there a big difference in the price?

Joe No, the hostel and the campsite cost the same, but it’s a lot more expensive to eat in London because we can’t cook our own food there.

Ava Yes, but London is a lot more exciting than Yorkshire. Think of all the things we can do there.

Joe I don’t agree. I like being active, and walking and cycling are interesting too. Also, we don’t need to spend a lot on activities there, just £40.

Ava It’s probably a lot more expensive to do things in London, but the weather in Yorkshire is usually a lot worse than in London. It rains a lot there.

Joe That’s true. OK, perhaps you’re right. Let’s go to London, not Yorkshire.

1 a lot farther/further, **2** a lot closer, **3** a lot easier, **4** a bit cheaper, **5** a lot more expensive, **6** a lot more exciting, **7** a lot more expensive, **8** a lot worse

7 **1** isn’t as far as, **2** isn’t as expensive as, **3** is as cheap as, **4** isn’t as cheap (to eat in London) as, **5** isn’t as exciting as, **6** is as interesting as, **7** isn’t usually as bad as, **8** isn’t as expensive as

8 **2** The coach is less expensive than the train. **5** Ava thinks Yorkshire is less exciting than London. **6** Joe thinks walking and cycling in Yorkshire isn’t less interesting than visiting monuments.

9 **1** Learning to speak Chinese is more difficult than learning to speak French. / Learning to speak French isn’t as difficult as learning to speak Chinese.
2 The other pasta is tastier than this pasta. / This pasta is less tasty than the other pasta.
3 These new shoes are less comfortable than my old shoes. / My old shoes are more comfortable than these new shoes.
4 I think *Thor: Ragnarok* was less exciting than *Black Panther*. / I think *Thor: Ragnarok* wasn’t as exciting as *Black Panther*.
5 The blue bag isn’t as nice as the black bag.
6 Playing video games isn’t as boring as playing cards. / Playing cards is more boring than playing video games.

10 **1** the youngest, **2** the trendiest **3** the most fun, **4** the safest, **5** the worst, **6** the easiest, **7** the most difficult, **8** the biggest, **9** the brightest, **10** the hottest, **11** the most intelligent, **12** the happiest, **13** the most polite/the politest, **14** the most expensive

11 **Audio script** 158

1 One of most expensive paintings in the world is the *Mona Lisa* by Leonardo da Vinci. It had an estimated value of around 850 million US dollars in 2019.
2 In 2018, Vishal Ahlawat made the longest journey by bicycle around one country. He cycled 25,338 km around India.
3 One of the fastest cars in the world is the Hennessey Venom GT. Its top speed is around 434 km per hour.
4 In the UK, the most popular song of 2020 was *Someone you loved* by Lewis Capaldi. It had 2.33 million chart sales in 2019 and was also the year’s most-streamed song.
5 Spreuerhofstraße in the city of Reutlingen in Germany is the narrowest/the most narrow street in the world. It measures 31 cm at its narrowest/most narrow point and 50 cm at its widest point.
6 The Tsar Bell in Moscow in Russia is the heaviest bell in the world. It weighs 216 tons.
7 Annapurna is the 10th highest mountain peak in the world but together with the K2 mountain, it is probably the most difficult to climb. In the years before 2009, fifty-three people died trying to climb it.
8 One of the most intriguing mysteries of all time for archaeologists is where Cleopatra’s tomb is.

1 most expensive, in, **2** the longest, **3** the fastest, in, **4** the most popular, of, **5** the narrowest/the most narrow, in, narrowest/most narrow, widest, **6** the heaviest, in, **7** highest, in, the most difficult, **8** the most intriguing, of

12 **1** the least expensive, **2** the least experienced, **3** the least well-dressed, **4** the least sophisticated, **5** the least serious

13

1 I think dogs are friendlier than cats.

2 What's the best series on TV at the moment in your opinion?
3 The most exciting moment of my life was when I flew over New York in a helicopter.
4 Don't panic. It's easier to use this computer program than you think.
5 That new clothes shop in East Street sells the coolest clothes around here.
6 Jay got the worst marks of everyone in the class.
7 You need to give me a better reason than that not to tell your dad.
8 The youngest person in the family is my cousin Danny. He's six months old.

14 **1** I need some new ones. **2** Which one? **3** Pass me those biscuits, the ones over there. **4** Which ones? The ones on the chair? **5** It's the small white one on the corner. **6** I like that jacket, the one in the window next to the dress.

15 **1** Which one, **2** the ones, **3** white one, **4** the one, **5** Which ones

Communication 8

1 **Audio script** 159

Assistant Hi, can I help you?
Lewis Yes, please. Have you got this hoodie in any other colours?
Assistant Yes, we've got it in red, blue or grey. Here.
Lewis They're all nice. What do you think, Tom?
Tom The grey one's cool.
Lewis Yes, it is. OK, can I try the grey one, please?
Assistant Sure. What size are you?
Lewis Medium, I think.
Assistant Here you are.
Lewis Thanks. Where are the changing rooms?
Assistant Over there, near the stairs.
Lewis OK. I'll be five minutes, Tom.
Tom No problem. Take your time.
Tom How's it going with the hoodie, Lewis?
Lewis I like the colour, but it's a bit small. I think I need a bigger size. What do you think?
Tom Well, the colour suits you, but yes, it's too tight.
Lewis Hmm. I'm not sure. I think I'll leave it.

1 a, **2** b, **3** a, **4** b, **5** b, **6** b, **7** a, **8** b

2 **1** What size are you? **2** Do you need a bag? **3** Are you paying by card, or in cash? **4** Can I help you?

Summative practice 8

1 **1** A plain: Patterned **2** joggers: leggins **3** tight: baggy **4** boots: trainers **5** tights: shorts **6** hat **7** formal: sporty **8** shirt: skirt

2 **Preliminary Reading, Part 5**

1 C, **2** B, **3** C, **4** A, **5** B, **6** C, **7** B, **8** C

3 **Audio script e soluzioni** 160

Lots of people think that pink is a colour for girls' clothes and blue is for boys. In fact, this idea is quite new. In the past, most parents chose white for their babies' clothes and accessories. Then in the nineteenth/19th century, new technology made it easier to produce clothes in different colours. At first, light blue was more popular for girls because it was delicate. And they dressed boys in pink because it was a stronger colour, like red. It was only in the twentieth/20th century, that we started to think the opposite!

4 In the past people wore hats to protect their eyes from the sun. Sunglasses only appeared in the 1920s when scientists invented plastic. The first people to wear them were Hollywood film stars in sunny California. Then in World War II/the Second World War, pilots started/began to wear sunglasses to help them fly their planes. After that, sunglasses became a cool, trendy accessory and (fashion) designers started to make them to go with their clothes.

5 Risposte personali.

Starter → Unit 8

1 **Audio script 161**: vedi Workbook es. 1

1 C, **2** F, **3** B, **4** G, **5** D, **6** A Two not used: E, H

2 **Audio script** 162

Speaker 1 Hello and welcome to Fashion at Five. It's London fashion week this week – one of the most important events in the fashion calendar – and some of the most famous celebrities in the world are in London to see the top shows. Vivienne Westwood's fashion show is at London Zoo! The designer says her new collection has an animal theme, so the unusual venue is perfect for it!
Speaker 2 The 1980s was a strange time for fashion and some of the looks from that decade make us laugh today. But it was also an innovative time for music and art. This summer at the Victoria and Albert Museum in London there's an exhibition of iconic 80s fashions, from baggy jeans, T-shirts and leggings to big jewellery and big hair. Tickets are available now online. Entry is free for anyone under the age of 16.
Speaker 3 New statistics show that online shopping is now the most popular way of buying clothes in every age group in the UK, from teenagers to grandparents. People say the main reason they prefer to shop online is because the prices are cheaper. The worst effects of this growing change in shopping habits is on high-street shops – their sales are down again this year and many more of them are closing.
Speaker 4 A blue velvet dress which belonged to Princess Diana sold for £264,000 today. The princess wore the dress at an event at the White House in 1985. Newspapers all over the world showed photos of the princess in it when she danced with actor John Travolta to the music of *Saturday Night Fever*. The British Museum bought the dress and said it represents an important moment in the story of twentieth century fashion.
Speaker 5 Do you have a lot of clothes but still have problems deciding what to wear? Fashion experts say this because you aren't organised enough! What you need is a 'capsule wardrobe'. A 'capsule wardrobe' is a limited number of clothes in neutral colours. You mix and match these basic items to make different outfits. The secret is to change the look by adding different accessories like belts, scarves, hats and jewellery.
Speaker 6 And finally, we're giving away some great smart accessories in our fashion quiz *Super Fashionista* tomorrow at 5 o'clock. We've got smartwatches, fitness trackers, earphones and even some smart sunglasses.

Just text ‘super fashionista’ to 4543 for a chance to win one of these amazing accessories!

1 D, **2** C, **3** E, **4** A, **5** F, **6** B (Extra statement: G)

Resource Banks

Writing Goals

p. 200

1 A form

1 He’s from Minnesota in the USA. His favourite music artists are Kendrick Lamar and Kings of Leon.

2 **1** Weber, **2** American, **3** 6th November / 06/11/20…, **4** English, Spanish, German, **5** swimming, basketball, **6** music, singing, playing the guitar

3 **1** d, **2** a, **3** b, **4** c

4 **1** I’m British, but my mum’s Italian., **2** What town are you from in the UK?, **3** It’s my birthday on Saturday the 3rd of May., **4** Can Natalie speak French and Spanish?, **5** My address is 45 Nightingale Road, London., **6** That boy’s a student at Claverton Secondary School.

Writing Goal: Risposte personali.

2 A message

1 **1** It’s Mina’s birthday., **2** At/Outside the new shopping centre.

2 **1** F (He hasn’t got a present.), **2** T, **3** T, **4** F (She’s got some money for her birthday.), **5** F (Her cousins are with her.), **6** F (She can meet at two o’clock/2 pm.), **7** T; **8** T.

3 **1** this pm; **2** sth; **3** @; **4** msg; **5** Thx; **6** FYI; **7** B4; **8** Bfn

Writing Goal: Risposte personali.

3 A personal profile

1 No, they aren’t. Sven and Nora are neighbours.

2 **1** She lives in Glasgow and she’s very happy there.
2 They go into town and go shopping or watch a film/go to the cinema.
3 She’s in a football team and she trains every Saturday morning.
4 She likes (relaxing in her room,) playing video games and listening to music.
5 She loves Swedish food.

3 **1** and, **2** but, **3** or, **4** or, **5** but, **6** and

Writing Goal: Risposte personali.

4 An announcement

1 The Museum of Science and Industry.

2 Risposte possibili:
1 They still work.
2 In a park opposite the museum.
3 Because they’re going around the museum in groups in the afternoon, without a guide.
4 It’s the world’s first electronic computer.
5 (It’s) ninety / 90 minutes.

3 **1** so, **2** so, **3** because, **4** because, **5** so, **6** because

Writing Goal: Risposte personali.

5 A blog post

1 A Cornish pasty.

2 **1** Hevva cake, **2** (Cornish) pasty, **3** fish soup, **4** (Cornish) pasties, **5** Hevva cake, **6** (Cornish) fish soup

3 **1** f, **2** d, **3** b, **4** a, **5** c, **6** e

Writing Goal: Risposte personali.

6 A biography

1 **1** d (example), **2** g, **3** f, **4** b, **5** h, **6** a, **7** e, **8** c

2 In (July 1903), then, at the age of (25), soon after that, in those days, at the time, during (the trip), in the end, later, the next year, after a few years

3 **1** at the age of, **2** in those days / at the time, **3** two years later, **4** Later, **5** in the end / finally, **6** during

Writing Goal: Risposte personali.

7 An article

1 The article mentions tourist attractions, transport, food and shopping. It doesn’t mention the weather or history.

2 Risposte possibili:
1 They can take the elevator or the zip line.
2 You can see a performance of the Maori Haka dance.
3 Because you can use the same travel card on Auckland’s buses, trains and ferries.
4 Because they’re good for souvenir shopping, and they’ve also got live music and street food.
5 He / They went to a volcano / an island / Rangitoto Island by ferry.

3 You should, And don’t miss, I also recommend, If you want to go shopping, avoid, make sure you visit

4 **1** too, **2** Also, **3** as well, **4** also, **5** as well as

Writing Goal: Risposte personali.

8 A for and against essay

1 **1** F (She says that it’s difficult to do this when your friends are wearing different outfits.), **2** T, **3** T, **4** F (She agrees that it is bad for the environment), **5** F (She agrees with the statement.)

2 **1** For a start, **2** However ..., **3** In addition, **4** disagree, **5** In conclusion

Writing Goal: Risposte personali.

Pronunciation

p. 208

UNIT 1 > *can* /kən/ /kæn/, *can’t* /kɑːnt/

NOTA: Nelle frasi affermative e nelle domande, il verbo principale è accentato e **can** si pronuncia con il suono schwa /ə/.
Nelle risposte brevi **can** è accentato /kæn/.
Alla forma negativa **can’t** è sempre accentato /kɑːnt/.

2 **1** A, **2** A, **3** C, **4** B, **5** A, **6** C

UNIT 2 > th /ð/ /θ/

NOTA: In inglese, **th** si pronuncia in due modi diversi /ð/ e /θ/ a seconda delle parole. Occorre imparare a memoria la pronuncia di ogni parola.

Answer keys

2 Audio script e soluzioni 166

1 Are there lots of things in your room? A / B
2 Who's that boy in the photo? – He's my brother. A / A / A
3 Seoul is the capital of South Korea. A / B
4 Are those three boys in your class? A / B
5 Yes, they are. Their names are Jay, Ben and Nico. A / A
6 It's my birthday this week. It's on Thursday. B / A / B

UNIT 3 > Present simple: *-s, -es* /s/ /z/ /ɪz/

NOTA: Alla terza persona singolare del Present simple **-s** o **-es** si possono pronunciare in tre modi diversi a seconda del suono che le precede. Si pronunciano:
- /s/ dopo una consonante 'unvoiced' (sorda o muta) alla fine di una parola , ad esempio dopo /f/, /k/, /p/, /t/, /θ/.
- /z/ dopo una consonante 'voiced' (sonora) alla fine di una parola, ad esempio dopo /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /v/, /w/, /ð/.
- /ɪz/ dopo un suono sibilante alla fine di una parola, ad esempio dopo /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/.

NB: Questa regola è la stessa per **-s** e **-es** alla fine dei sostantivi plurali o nel genitivo sassone.

2

watches /ɪz/
posts /s/
does /z/
likes /s/
reads /z/
listens /z/
finishes /ɪz/
goes /z/
enjoys /z/
dances /ɪz/
visits /s/
builds /z/
makes /s/
messages /ɪz/
hates /s/
sees /z/

UNIT 4 > Word stress

NOTA: Nelle parole di due o più sillabe, l'accento può cadere in punti diversi a seconda della parola. (Nella parole che iniziano con un prefisso, l'accento non cade mai sul prefisso, per esempio, *unusual*). Segnalare agli student che nei dizionari l'accento viene indicato con il simbolo (') prima della sillaba accentata.

2 Audio script e soluzioni 170

1 O o weekend, breakfast, homework, Physics
2 o O design, believe, canteen, agree
3 O o o scientist, languages, motivate
4 o O o, robotics, arrangement, tomorrow
5 o O o o technology, unusual, curriculum, environment
6 o o O o democratic, information

UNIT 5 > *eat* /iː/, *drink* /ɪ/

NOTA: È importante cercare di distinguere tra i suoni /iː/ e /ɪ/ che possono sembrare molto simili.

2 Audio script e soluzioni 172

1 /iː/ cheese • beans • peaches • vegan • piece
2 /ɪ/ fizzy • fish • delicious • bill • chicken • little • sandwich • live

UNIT 6 > Past simple: *-ed, -d* /t/ /d/ /ɪd/

NOTA: Al Past simple dei verbi regolari le desinenze **-ed** o **-d** si possono pronunciare in tre modi diversi a seconda del suono che le precede. Si pronunciano:
- /t/ dopo una consonante 'unvoiced' (sorda o muta) alla fine della forma base del verbo, ad esempio dopo /f/, /k/, /p/, /s, /ʃ/, /tʃ/ ma non /t/.
- /d/ dopo una consonante 'voiced' (sonora) alla fine della forma base del verbo, ad esempio dopo /b/, /g/, /l/, /m/, /n/, /r/, /v/, /w/. Si tratta della maggior parte dei verbi.
- /ɪd/ solo quando la forma base termina in /t/ o/d/.

2 Audio script e soluzioni 174

1 My dad lived in London for five years. /d/
2 We stopped watching TV and we went out. /t/
3 NASA needed brilliant mathematicians. /ɪd/
4 Lily finished her homework early. /t/
5 Ben studied all afternoon. /d/
6 I waited for you for an hour. /ɪd/

UNIT 7 > *be going to* /biː gəʊɪŋ tə/

NOTA: Di solito, l'accento nella frase cade sul verbo principale che segue **going to**, perciò **to** viene pronunciato con il suono /ə/ (lo *schwa*). Nell'inglese parlato informale, **going to** spesso suona come '**gonna**' /gənə/.

UNIT 8 > Sentence stress: the schwa /ə/

NOTA: Di solito, in inglese, nelle frasi vengono accentati solo i sostantivi, verbi e aggettivi. Le vocali nelle parole non accentate, ad esempio articoli, preposizioni e congiunzioni, vengono pronunciate con il suono /ə/ (lo *schwa*).

Goals A2

Answer keys & Audio scripts

- Vocabulary Goals A2

Unit 1

p. 4

Consolidation

Countries and nationalities, abilities

1 **1** Spain; **2** Australia; **3** Scotland; **4** Brazil; **5** China; **6** India.

2 **1** Italian; **2** Canadian; **3** German; **4** Swiss; **5** Moroccan; **6** Polish; **7** French; **8** American

3 Risposte possibili:
Irish: Polish, Scottish, English, Spanish, British
South Korean: German, American, Moroccan
Brazilian: Canadian, Italian, Indian, Australian

4 **1** dance; **2** skateboard; **3** swim; **4** ride; **5** sing; **6** cook; **7** play chess; **8** draw

5 **1** act; **2** play; **3** make; **4** play; **5** speak; **6** ride

Extension

Countries and nationalities (2)

1 **1** Japan; **2** Egypt; **3** Greece; **4** Argentina; **5** South Africa; **6** Ukraine; **7** Albania; **8** Portugal

2 **1** Egyptian; **2** Albanian; **3** Ukrainian; **4** South African; **5** Japanese; **6** Greek; **7** Portuguese; **8** Argentinian

3 **1** The Philippines, Manila, Filipino; **2** New Zealand, Wellington, a New Zealander; **3** Pakistan, Islamabad, Pakistani; **4** Turkey, Ankara, Turkish; **5** Bangladesh, Dhaka, Bangladeshi; **6** Romania, Bucharest, Romanian

Abilities (2)

4 **1** juggle; **2** ride a horse; **3** do a handstand; **4** run 5 km; **5** do the splits; **6** bake a cake; **7** whistle; **8** do magic tricks

5 Risposte personali.

Summative practice

6 **Audio script** 02

Interviewer Hello and welcome to the studio, Cora. You're the star of the popular new TV show *City Life*. Tell us about yourself. Where are you from?
Cora I'm from South Africa, but my mum's Greek and my dad's a New Zealander. I live in the UK now though, in London.
Interviewer Are you similar to Jessica, your character in *City Life*?
Cora No, we're very different. Jessica can make fantastic pizza, but I can't cook at all. I'm hopeless at it! Jessica can't dance, but I'm really good at dancing, especially the salsa. I can sing and play the guitar quite well too.
Interviewer So, what other things can you do well?
Cora Well, I'm quite sporty. I love all kinds of exercise. I'm good at swimming and I can ride a horse. I can also run 5 kilometres in about 25 minutes.
Interviewer Wow! You're very sporty! Is there anything you can't do?
Cora Well, I'm hopeless at relaxing! My mum's an artist, she's really good at painting, but I can't paint or draw at all. My dad …

1 South Africa, Greek, a New Zealander, the UK

7 **1** can't; **2** bad; **3** really; **4** can; **5** guitar; **6** good; **7** horse; **8** very good

Unit 2

p. 8

Consolidation

Family, pets and personal possessions

1 **Male**: brother, father, grandad, grandson, husband, nephew, son, stepdad, uncle

Female: aunt, daughter, grandma, granddaughter, mother, niece, sister, stepmum, wife

Both: child/children, cousin, grandparents, grandchild/grandchildren

2 **1** Flora is Lisa's niece. **2** Dan has got two cousins. **3** Leon is Dan's father. **4** Peter and Vanessa are Flora's grandparents. **5** Tom is Meera's husband. **6** Isabel has got a sister. **7** ✓; **8** Peter has got a son and a daughter.

3 **1** tortoise; **2** cat; **3** rabbit; **4** fish; **5** dog; **6** guinea pig

4 **Audio script** 03

My name's Marley. I've got lots of pets, but they haven't got names. They're red and blue. I like all animals, but fish are my favourites.

Hello, I'm Yasmin. My pet's white and he's called Snowy. He's a rabbit and he's really sweet! My sister's got a pet, too, but she hasn't got a rabbit. She's got a guinea pig called Ginger.

My name's Kenji. We've got a big, black and white dog called Ozzy. I love dogs! They're my favourite animals. Ozzy's very sweet, and he can run really fast.

Hi! I'm Carla. My favourite animals are dogs, but I haven't got one. My mum doesn't like dogs. We've got a cat. She's black and white and she's called Jojo. She sleeps on my bed.

Hello! I'm Alfie. My pet's brown. He can't run or swim. He isn't a cat or a dog. Can you guess what he is? He's a tortoise!

Yasmin 2; Kenji 6, Carla 4; Alfie 1, extra 3

5 **1** skateboard; **2** headphones; **3** phone; **4** laptop; **5** trainers; **6** rucksack

6 **1** fitness tracker; **2** headphones; **3** fitness tracker, watch; **4** rucksack, e-reader

Extension

Family and pets (2)

1 **1** b; **2** f; **3** a; **4** h; **5** c; **6** d; **7** g; **8** e

2 **1** only child; **2** half-sister, half-brother; **3** stepchildren; **4** great-grandad/great-grandfather; great-grandma/great-grandmother

3 **1** snake; **2** budgie; **3** horse; **4** parrot; **5** turtle; **6** mouse; **7** hamster; **8** lizard

4 **1** parrot (4), budgie (2); **2** horse (3); **3** turtle (5); **4** snake (1)

Personal possessions (2)

5 **1** camera; **2** keys; **3** umbrella; **4** ID card; **5** water bottle; **6** purse

Summative practice

6 **Audio script** 04

Mae Hello Nic! Wow! You've got a new dog. What's his name?
Nic Oh, hi! Actually, her name's Molly – she's a girl.
Mae She's so sweet!
Nic Yes, she is, but unfortunately, she isn't mine. She's my grandad's. He's on holiday in Scotland with my grandma this week, so Molly's at our house. What about you? Have you got any pets?
Mae Yes, I have. I've got a hamster called Hamish and my sister Josie has got a tortoise called Turbo.
Nic That's funny!
Mae Josie really wants a snake, but my parents aren't very enthusiastic!
Nic I'm not surprised!
Mae Hey, what time is it?
Nic It's 4 o' clock. Why?
Mae I'm late for my cousin's birthday party and… Oh no! Where's my purse? I can't find it. My bus ticket's in it, and all my money!
Nic Oh dear. Are you sure it isn't at home? Call your parents.
Mae Mum? It's me. Is my purse in my bedroom? Oh, phew! That's good. Thanks. See you later. Bye.
Nic OK, so don't worry. I've got two bus tickets. You can have one.
Mae Thanks, that's great!

1 dog; **2** grandad's; **3** grandma; **4** hamster; **5** tortoise; **6** snake; **7** cousin's; **8** purse

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Unit 3

p. 12

Consolidation

Free-time activities and sports

1 **1** goes running; **2** drawing; **3** go for a walk; **4** listening to music; **5** watch TV; **6** building robots; **7** playing football; **8** Risposte personali, come: I like reading comic books.

2 **Ball sports**: (any order) tennis, volleyball, basketball
Other sports: (any order) swimming, athletics, cycling, sandboarding, gymnastics
Additional ball/other sports: Risposte personali.

3 **1** band; **2** shopping centre; **3** scuba diving; **4** article; **5** martial arts; **6** teammate; **7** skiing/snowboarding; **8** comic book

4 **1** message; **2** do; **3** instrument; **4** shopping; **5** field; **6** loses; **7** trains; **8** make

5 **1** going sandboarding; **2** doing weights; **3** doing gymnastics; **4** taking photos; **5** writing a blog; **6** playing video games

6 **Audio script** 05

1 I put something new online every day. I don't write about my life. I just say what I think about music and films and other people comment on my opinions. It's fun and over a thousand people follow me!
2 I don't take lots of selfies like some of my friends. I prefer to take pictures of flowers and animals. I've got loads of good ones of my dog. I take them all with my phone. I don't use a special camera or anything like that.
3 I spend at least an hour a day doing this. Mum says I should go outside and do something more active, but I love playing with my friends. Sometimes we go to each other's homes, but we can still play together when we're all in our own rooms.
4 I do it at the sports centre with my cousin. We like it because it makes you stronger, especially your arms and your back. I can't lift anything very heavy yet, but I practise every day.
5 My uncle lives in Dubai, and we go and visit him every year. I really enjoy doing this when I'm there. I sometimes fall over, but I can stay on my feet most of the time now. It looks a bit like snowboarding, but it's much harder, I think.
6 I go to a club to do this every week. I'm good at walking on my hands and standing on one foot. I find it difficult when we do things on the parallel bars, but I'm getting better. I don't participate in any competitions yet.

1 writing a blog; **2** taking photos; **3** playing video games; **4** doing weights; **5** going sandboarding; **6** doing gymnastics

Extension

Hobbies

1 **1** selfies; **2** stories; **3** Cake; **4** jewellery; **5** puzzles; **6** memes

Sports (2)

2 **1** boxing; **2** snowboarding; **3** water polo; **4** yoga; **5** sailing; **6** rowing; **7** ice-skating; **8** fencing; **9** baseball; **10** rugby; **11** table tennis; **12** ice hockey

Sports equipment and places

3 **boxing**: gloves, ring
tennis: racquet, court
baseball: bat
ice-skating: skates, rink
football: ball, pitch
swimming: goggles, pool

Sports collocations

4 **1** f; **2** e; **3** a; **4** b; **5** c; **6** h; **7** d; **8** g

Summative practice

5 **1** Rugby / Football. Rugby is the only sport where the ball is oval not round, and there is no net. Football because you aren't allowed to handle the ball during play.

2 Gymnastics is the only one that is not a water sport.

3 Baseball is the only one that is not a winter sport.

4 Yoga is the only one you can do by yourself.

6 **Audio script** 06

Ella What do you usually do at the weekend, Leo?
Leo Well, I usually play basketball for the school team on Saturday morning. It's fun, especially when we win a match! After the match, me and my teammates go to the shopping centre. We don't usually buy anything – we just hang out there all afternoon. There's a place where you can play video games so we spend most of the time doing that. What about you?
Ella I usually spend Saturday at home. I love reading books and magazines and I also follow some interesting blogs online. There's one about clothes that I like.

Leo Cool!
Ella Sometimes I message my friend to invite her to my house. We design jewellery together and we have lots of great ideas.
Leo And what do you do on Sundays?
Ella My dad and I often go ice-skating. He's very good at it, but I fall over a lot. What about you?
Leo I usually stay at home on Sunday and chill out. I'm really into creating memes or sometimes I read comic books. My favourite ones are about Spider-Man.

1 play; **2** win; **3** teammates; **4** hang; **5** video games; **6** reading; **7** blogs; **8** message; **9** design; **10** ice-skating; **11** memes; **12** comic

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Unit 4

p. 16

Consolidation

Daily routine and school

1 **1** wakes up; **2** has a shower; **3** gets dressed; **4** have breakfast; **5** gets the bus; **6** start, finish; **7** does his homework; **8** goes to bed/sleep

2 Risposte personali.

3 **Across**: **1** Maths; **4** History; **5** Chemistry; **Down**: **1** Music; **2** Biology; **3** Physics

4 Risposte personali.

5 **1** gym; **2** canteen; **3** computer room; **4** office; **5** classroom; **6** science lab

6 **1** Foreign Languages; **2** Geography; **3** Physical Education; **4** Collaboration; **5** Coding; **6** Design

7 **1** getting; **2** having; **3** gets; **4** do; **5** having; **6** canteen

Extension

Daily routine: getting ready

1 **1** shower gel; **2** comb; **3** make-up; **4** shampoo; **5** soap; **6** toothpaste; **7** toothbrush; **8** hairbrush

2 **For my hair**: comb, hairbrush, shampoo
For my teeth: toothpaste, toothbrush
For my face/body: make-up, shower gel, soap

School subjects (2)

3 **1** Drama; **2** Citizenship; **3** History of Art; **4** Philosophy; **5** Latin; **6** Business Studies

4 **1** History of Art; **2** Citizenship; **3** Drama; **4** Philosophy; **5** Business Studies; **6** Latin

School collocations

5 **1** do/hand in homework; **2** get good/bad marks, get a lot of tests/homework; **3** do/fail/pass/revise for an exam

6 **1** e; **2** c; **3** b; **4** a; **5** f; **6** d

Summative practice

7 **Audio script** 07

Kyle Hello! I'm Kyle. I usually wake up at about seven. I get up, have a shower and get dressed. Then I have breakfast, comb my hair and leave the house. I usually get the bus to school. But today's Saturday, so I'm getting up at eleven. I'm having a rest, playing some video games and watching TV. I've got some Geography homework to hand in on Monday, but I'm doing that tomorrow evening.

Jack Hi! My name's Jack. It's Saturday today, but I'm getting up early, so I can do some work. I'm revising for my exams. I know I can pass, but I want to get good marks, especially in my favourite subjects, Computer Science and Philosophy, so I'm studying all weekend. I don't like doing exams, but I know they're important. I'm having a break later – *after* my exams, not before!

1 get dressed; **2** comb my hair; **3** getting up; **4** having a rest; **5** hand in; **6** revising; **7** marks; **8** Computer Science; **9** studying; **10** having a break

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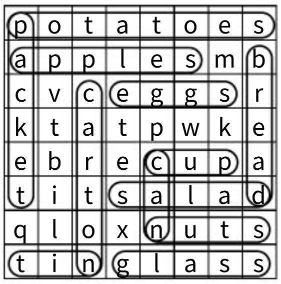
Unit 5

p. 20

Consolidation

Food and drink, portions and containers

1 **Food items**: potatoes, apples, eggs, bread, salad, nuts
Containers: packet, tin, carton, glass, can, cup



p	o	t	a	t	o	e	s
a	p	p	l	e	s	m	b
c	v	c	e	g	g	s	r
k	t	a	t	p	w	k	e
e	b	r	e	c	u	p	a
t	i	t	s	a	l	a	d
q	l	o	x	n	u	t	s
t	i	n	g	l	a	s	s

2 **1** disgusting; **2** healthy; **3** tasty; **4** sweet; **5** delicious; **6** fresh

3 **1** sandwich; **2** lemons; **3** octopus; **4** biscuits; **5** tomatoes; **6** beef; **7** vegetables; **8** eggs

4 **Vegan**: beans, cabbage, carrots, cereal, oranges, peppers, rice, water; **Non-vegan**: butter, chicken, lamb, milk, seafood, tuna; **Extra words**: Risposte personali.

5 **Audio script** 08

1
Maya Would you like a slice of cake? It's really delicious!
Dylan No thanks.
Maya OK. Would you prefer some chocolate?
Dylan Well, I don't really like sweet things. Can I have a packet of crisps?
Maya Sure! By the way, can you stay for lunch? We could have a bowl of soup or a slice of pizza.
Dylan Thanks, that sounds great!
2
Waiter Are you enjoying your lunch?
Lola Yes, thanks.
Waiter Would you like anything else to drink?
Lola Yes, please. Can I have a bottle of water? No, wait a moment – have you got any orange juice?
Waiter Yes, of course.
[…]
Waiter Now, would you like some cheese and biscuits?
Lola No thanks. Can I have some fruit, please? Those peaches look good.

1 slice of cake; **2** chocolate; **3** packet of crisps; **4** bowl of soup; **5** slice of pizza; **6** bottle of water; **7** orange juice **8** cheese and biscuits; **9** fruit; **10** peaches

Extension

Cooking

1 **a** 2; **b** 4; **c** 3; **d** 1; **e** 7; **f** 6; **g** 8; **h** 5

2 **1** Boil/Cook; **2** Cook/Boil; **3** cut; **4** cut; **5** Wash, cut; **6** Add; **7** Add; **8** Mix, pour

Food idioms

3 **1** c; **2** d; **3** e; **4** a; **5** b

4 **1** couch potato; **2** cry over spilt milk; **3** goes bananas

5 **1** couch potato; **2** spill the beans; **3** piece of cake; **4** goes bananas; **5** crying over spilt milk

Summative practice

6 **Incorrect words**: **1** fatty; **2** biscuits; **3** cereal; **4** sandwiches; **5** peas; **6** mixing; **7** chicken; **8** butter

Unit 6

p. 24

Consolidation

Jobs and life events

1 **1** journalist; **2** photographer; **3** artist; **4** musician; **5** architect; **6** inventor; **7** dancer; **8** fashion designer

2 **1** scientist; **2** fashion designer; **3** director; **4** singer; **5** actor; **6** writer; **7** sportsperson; **8** entrepreneur

3 Risposte personali.

4 **1** are going; **2** got married; **3** are moving; **4** is graduating; **5** left; **6** retired

5 **1** d, was born; **2** e, lived with; **3** b, did a degree; **4** a, worked; **5** f, got married; **6** c, had a child

6 Risposte personali.

Extension

Jobs: nouns and verbs

1 **1** An architect designs buildings. **2** An artist paints pictures. **3** A director directs a film or play. **4** An entrepreneur runs a business. **5** A journalist writes articles. **6** A musician plays in a band or orchestra. **7** A scientist does experiments. **8** A singer sings songs. **9** A sportsperson does / plays sport. **10** A writer writes books.

Job suffixes

2 **1** politician; **2** animator; **3** designer; **4** comedian; **5** guitarist; **6** illustrator

3 **1** guitarist; **2** illustrator; **3** designer; **4** politician; **5** comedian; **6** animator

4 **1** comedian; **2** guitarist; **3** animator; **4** illustrator; **5** costume designer; **6** politician

Summative practice

5 **Audio script** 09

Lily My name is Lily. I was born in Manchester in 1986, but my family moved to Birmingham when I was two years old. I went to a large school in the city centre. When I was at school, I was very good at PE. I also liked History and Art, but I wasn't very good at it. I was a very fast runner and a good tennis player, and I wanted to be a professional sportsperson. So, when I left school, I worked in the evenings to make money so I could train during the day. I did very well in several international athletics competitions. But then one day when I was 22, I fell off my bike and injured my leg. That was the end of my dream of a sporting career. When I was 26, I got married to Jake and we soon had two children. When they started school, I decided to set up my own business. I design sports clothes and sell them online. I didn't achieve my ambition to become a sportsperson, but now I am a successful entrepreneur and very happy.

Theo My name is Theo. I was born in Dublin in 1985. When I was at school, I enjoyed Science and Maths. I was also good at Music and I played the guitar and drums. When I was 18, I left home and went to university in London. I did a degree in Information Technology and I graduated in 2006. When I was a student, I played the guitar in a band with a group of friends. We wanted to be professional musicians, but we weren't good enough. After I graduated, I moved to Liverpool because I got a job there. I work for a famous computer company. I bought a small flat near the river. I live alone, but I've got a girlfriend. I'm also working on my own idea for a better way of recording music. I'd like to be a successful inventor.

1 T; **2** F (Lily went to a large school.); **3** F (Lily's best subject at school was PE.); **4** T; **5** F (When she left school, Lily got an evening job and trained during the day.); **6** F (Lily is married with two children.); **7** T; **8** F (Theo was born in 1985.); **9** F (Theo studied Information Technology at university.); **10** F (Theo played the guitar in a band when he was a student.); **11** T; **12** T; **13** F (Theo lives alone.); **14** T

6 **1** sportsperson: the others use Maths/Science; they work indoors, not outdoors; **2** dancer: the others don't perform; **3** journalist: the others perform on stage / the others involve music; **4** photographer: the others work in film or theatre; **5** scientist: the others use drawings; **6** writer: the others speak in public

Unit 7

p. 28

Consolidation

Shops, places in town and transport

1 **1** bridge; **2** roundabout; **3** square; **4** church; **5** traffic lights; **6** café; **7** crossroads; **8** office building

2 **1** newsagent's; **2** post office; **3** chemist's; **4** restaurant; **5** market; **6** hospital; **7** police station; **8** stadium

3 **Water**: boat, ship (also possible: ferry)

Road: bike, car, coach, motorbike, taxi (also possible: scooter, van, lorry)

Air: plane (also possible: helicopter, hovercraft)

4 **Across**: **5** underground **7** lorry **8** tram **9** bike; **Down**: **1** scooter **2** van **3** bus **4** ferry **6** train **8** taxi

5 **1** c; **2** d; **3** e; **4** f; **5** a; **6** b

6 **1** picturesque; **2** historic; **3** trendy; **4** An incredible

Extension

Shops and places in town (2)

1 **1** synagogue; **2** jeweller's; **3** florist's; **4** factory; **5** mosque; **6** train station; **7** beautician's; **8** butcher's; **9** airport; **10** bus station

2 **1** jeweller's; **2** beautician's; **3** florist's; **4** synagogue; **5** butcher's; **6** airport

Adjectives to describe places (2)

3 **Positive**: clean, cosmopolitan, friendly, modern; **Negative**: dirty, noisy, run-down, unfriendly

4 **Audio script** 10

1 I don't know my neighbours at all. Nobody ever speaks to me.
2 I love living here. You can see films from all over the world and eat all kinds of exotic food.
3 I like my town because all the buildings are new and designed by young architects with fresh ideas.
4 They wash the streets in our town every morning in summer so it always looks good.
5 It's easy to get to know people here. Everyone's very open and welcoming.
6 We live in the city centre. I can't sleep at night because of the traffic.
7 It's terrible! The park and streets are full of rubbish.
8 Our city centre isn't very lively anymore. There are so many empty shops and there's lots of graffiti.

1 unfriendly; **2** cosmopolitan; **3** modern; **4** clean; **5** friendly; **6** noisy; **7** dirty; **8** run-down

British and American English

5 **1** lorry, truck; **2** underground, subway; **3** motorway, highway; **4** car park, parking lot; **5** pavement, sidewalk; **6** traffic lights, stop lights

Summative practice

6 **Audio script** 11

Caleb I live in the city centre. It's great! I love fashion and there's a shopping centre with lots of cool shops near our house. I often go there on Saturdays with my friends. My school is quite far away, but I don't go to school by car, because my parents don't drive. I catch the bus from the bus station right outside our house. However, I want to get a bike so I can cycle to school – it's good exercise!
Lily I love the part of the city that I live in. There's everything we need nearby. I get my hair cut at the local hairdresser's and there's a library at the end of our street where I can borrow books. There's also a big 24-hour supermarket where we buy food. Dad also buys fruit and vegetables from the local street market, but it's only on Saturdays. There's also a butcher's in our road, but dad and I are both vegetarian! My favourite place is the park behind our house. It's got lots of flowers and trees and there's also a beautiful lake.

1 shopping centre; **2** car; **3** bus station; **4** bike **5** hairdresser's; **6** library; **7** supermarket; **8** market; **9** butcher's; **10** park

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Unit 8

p. 32

Consolidation

Clothes and accessories

1 **1** bag; **2** top/T-shirt; **3** shoes; **4** shirt; **5** trainers; **6** trousers; **7** belt; **8** jacket; **9** sandals; **10** T-shirt; **11** dress; **12** shorts; **13** earrings; **14** necklace

2 **1** baggy; **2** elegant; **3** classic; **4** plain; **5** casual; **6** long

3 **Across**: **1** bag; **4** watch; **5** ties; **9** fitness tracker; **11** gloves; **Down**: **2** glasses; **3** belt; **6** earphones; **7** ring; **8** bracelet; **10** cap; **12** scarf

4 **Audio script** 12

1 What do you wear with trousers or a skirt to stop them falling down?
2 What do people often wear so they know what the time is?
3 What do people often carry to keep their phone, wallet and other things in?
4 What can people wear to help them see better?
5 What jewellery do people often wear around their necks?
6 What can you wear to show how much exercise you do every day?
7 What can you wear if you want to listen to music on a train?
8 What kind of jewellery do people often wear in their ears?

1 a belt; **2** a watch; **3** a bag/handbag **4** glasses; **5** a necklace; **6** a fitness tracker; **7** earphones; **8** earrings

5 Risposte personali.

Extension

Clothes (2)

1 **1** pyjamas; **2** swim shorts, bikinis; **3** dressing gown, slippers; **4** bra, pants; **5** swimming costume, flip flops; **6** wellies; **7** boxers; **8** vest

2 **Nightwear**: pyjamas, dressing gown

Swimwear: swimming costume, swim shorts, bikini

Footwear: wellies, flip flops, slippers

Underwear: bra, pants, boxers, vest

Parts of clothes

3 **1** pocket; **2** zip; **3** button; **4** collar; **5** strap; **6** sleeve

4 **1** T; **2** T; **3** T; **4** F (There are three zips.); **5** F (There aren't any buttons on the dress or the jacket.); **6** F (It doesn't have shoulder straps.)

Materials

5 **1** e; **2** c; **3** d; **4** b; **5** a

Summative practice

6 **1** dress; **2** long; **3** elegant; **4** patterned; **5** silk; **6** jacket; **7** earrings; **8** flip flops; **9** shorts; **10** sunglasses; **11** shirt; **12** stylish

I test di *Goals A2*

I TEST DI *GOALS*

I test proposti nella presente guida sono stati progettati come ideale continuazione e verifica del percorso intrapreso con lo *Student's Book* e il *Workbook* di *GOALS*. Le differenti tipologie di test consentono al docente di **valutare** e **monitorare** complessivamente le conoscenze e le competenze acquisite dagli studenti. Le consegne degli esercizi sono in lingua italiana, fatta eccezione per le Prove delle competenze di metà e fine anno, che sono fornite in lingua inglese.
Tutti i test in versione word modificabile sono a disposizione nell'*eBook* docente e nella chiavetta USB fornita.

Diagnostic Test (Fila A e Fila B)

Il *Diagnostic Test* verifica le conoscenze pregresse della lingua inglese acquisite dagli studenti negli anni della Scuola Secondaria di Primo Grado. Attraverso questo test, che consiste di 50 domande a risposta chiusa con quattro opzioni di risposta, il docente potrà valutare il livello linguistico della classe prima di affrontare gli obiettivi dell'anno e, di conseguenza, potrà decidere se e quali unità di *GOALS Starter* affrontare in classe o far svolgere in autonomia a casa allo studente.
Al fine di garantire lo svolgimento individuale delle prove, il *Diagnostic Test* è proposto in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.
La valutazione è in cinquantesimi, facilmente convertibile in decimi secondo la tabella posta in fondo a questa pagina.

Starter Unit Test

Questi test, della lunghezza di una pagina, consentono una verifica puntuale dell'acquisizione del materiale presentato in ciascuna unità dello *Starter* e permettono all'insegnante di valutare i progressi degli studenti.
Al fine di garantire lo svolgimento individuale delle prove, gli *Starter Test* sono proposti in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.
La valutazione è in cinquantesimi, facilmente convertibile in decimi secondo la tabella posta in fondo a questa pagina.

Starter Exit Test (Fila A e Fila B)

Attraverso questo test, che consiste di 50 domande a risposta chiusa con quattro opzioni di risposta, il docente potrà valutare il livello di competenza linguistica acquisito dagli studenti al termine dello svolgimento dello *Starter*.
Al fine di garantire lo svolgimento individuale delle prove, lo *Starter Exit Test* è proposto in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.

Da 46 a 50 punti	10	**Da 31 a 35 punti**	7
Da 41 a 45 punti	9	**Da 26 a 30 punti**	6
Da 36 a 40 punti	8	**Da 0 a 25 punti**	1-5

Unit Test (fila A e fila B)

Questi test, della lunghezza di una pagina, consentono una verifica puntuale dell'acquisizione del materiale presentato in ciascuna unità e permettono all'insegnante di valutare i progressi degli studenti. Ogni test è suddiviso in tre sezioni: ***Vocabulary***, ***Grammar*** e ***Communication***. La sezione *Vocabulary* riprende il lessico contenuto nell'unità. La sezione *Grammar* verifica il riutilizzo corretto delle strutture grammaticali studiate e la sezione *Communication* esercita l'uso della lingua presentato nelle pagine di *Communication* di ogni unità.
Al fine di garantire lo svolgimento individuale delle prove, ogni *Unit Test* è proposto in due versioni (fila A e fila B), che hanno la stessa struttura e il medesimo grado di difficoltà.
La valutazione è in cinquantesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 46 a 50 punti	10	**Da 31 a 35 punti**	7
Da 41 a 45 punti	9	**Da 26 a 30 punti**	6
Da 36 a 40 punti	8	**Da 0 a 25 punti**	1-5

Cumulative Test

Della lunghezza di due pagine, questi test valutano i progressi dello studente per gruppi di unità svolte secondo i seguenti accorpamenti: *Units 1-2*, *Units 1-4*, *Units 1-6* e *Units 1-8*. Ogni test verifica gli argomenti trattati fino a quel momento, suddivisi in attività di lessico, grammatica e funzioni comunicative; si privilegiano in questo caso gli esercizi sommativi. Il test è particolarmente utile a fine quadrimestre o come test comune per classi parallele perché permette una valutazione complessiva. L'ultimo *Cumulative Test* è anche indicato come verifica di recupero per gli esami di settembre.
La valutazione è in centesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 90 a 100 punti	10	**Da 60 a 69 punti**	7
Da 80 a 89 punti	9	**Da 50 a 59 punti**	6
Da 70 a 79 punti	8	**Da 0 a 49 punti**	1-5

Skills Test

Si tratta di un test più elaborato rispetto ai precedenti, che include tutte e quattro le abilità (*reading*, *listening*, *writing*, *speaking*) e riprende le tematiche dell'unità, da rielaborare personalmente applicandole alla propria vita quotidiana, reale o inventata. Le attività di *reading* e *listening* prevedono comprensioni del testo con domande a risposta chiusa, spesso sul modello delle attività degli esami di certificazione INVALSI e Cambridge B1 Preliminary; l'esercizio di *writing* è guidato e può prevedere la stesura di brevi testi di vari generi che sollecitano l'uso del linguaggio dell'unità corrispondente, mentre l'esercizio di *speaking* richiede allo studente di dialogare con altri studenti in conversazioni guidate sfruttando il *target language*.
Il test si presta soprattutto a essere assegnato come compito da svolgere a casa e correggere in classe, ma può anche essere svolto in classe per quanto riguarda le attività di *reading*, *listening* e *writing*, valutando l'attività di *speaking* in un secondo momento o solo per alcuni studenti.
La valutazione è in cinquantesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 46 a 50 punti	10	**Da 31 a 35 punti**	7
Da 41 a 45 punti	9	**Da 26 a 30 punti**	6
Da 36 a 40 punti	8	**Da 0 a 25 punti**	1-5

Listening Test

Per valutare le capacità di ascolto, vengono proposte 3 attività per ogni unità: due esercizi di comprensione (frequentemente in stile certificazione INVALSI o Cambridge B1 Preliminary) basati sullo stesso brano di ascolto, e infine un dettato. Gli argomenti sono gli stessi trattati nell'unità relativa e la prova può essere usata come verifica in classe, proponendo almeno due volte l'ascolto di ogni brano esercizio.

La valutazione è in cinquantesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 46 a 50 punti	10	**Da 31 a 35 punti**	7
Da 41 a 45 punti	9	**Da 26 a 30 punti**	6
Da 36 a 40 punti	8	**Da 0 a 25 punti**	1-5

Speaking Test

Il test propone tre attività guidate da svolgere a coppie, che riprendono gli argomenti trattati nell'unità. Gli esercizi richiedono di parlare di esperienze personali o inventate, di dare opinioni e di svolgere un *role play*. Questi test possono essere usati per la valutazione orale o come esercitazioni in classe. Si consiglia di concedere un tempo di preparazione di qualche minuto per ogni esercizio.

La valutazione è in cinquantesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 46 a 50 punti	10	**Da 31 a 35 punti**	7
Da 41 a 45 punti	9	**Da 26 a 30 punti**	6
Da 36 a 40 punti	8	**Da 0 a 25 punti**	1-5

Educazione civica Test

I Test di Educazione civica si riferiscono agli argomenti trasversali contenuti in ogni unità e identificati dal titolo *Global Goals - Educazione civica*.

Il grande punto di riferimento di questa disciplina è rappresentato dall'Agenda 2030 e dai suoi 17 obiettivi, declinati tramite i costrutti della lingua inglese. Il test è organizzato in due parti: 10 domande a scelta multipla con 3 opzioni, seguite da 4 domande aperte, che richiedono sia il riferimento al contenuto, sia le risposte personali degli studenti.

La valutazione è in ventesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 19 a 20 punti	10	**Da 13 a 14 punti**	7
Da 17 a 18 punti	9	**Da 11 a 12 punti**	6
Da 15 a 16 punti	8	**Da 0 a 10 punti**	1-5

Prove delle competenze di metà e fine anno

Le prove delle competenze di metà e fine anno vengono proposte rispettivamente dopo la quarta e l'ottava unità. Le prove permettono di fare una valutazione complessiva delle competenze linguistiche acquisite in queste unità attraverso esercizi che attivano le quattro abilità e lo *Use of English*.
La valutazione è in centesimi, facilmente convertibile in decimi secondo la seguente tabella.

Da 90 a 100 punti	10	**Da 60 a 69 punti**	7
Da 80 a 89 punti	9	**Da 50 a 59 punti**	6
Da 70 a 79 punti	8	**Da 0 a 49 punti**	1-5

Recupero

Per ogni unità dello *Student's Book*, viene fornita una pagina di esercizi, per verificare gli elementi di *Vocabulary* e di *Grammar* presentati nell'unità corrispondente. Poiché l'obiettivo di questo materiale è quello di dare agli studenti un'ulteriore opportunità di esercitare la lingua, non è prevista alcuna valutazione.

DIAGNOSTIC TEST

Name ……………………………………………… Class ………………………………

FILA A

Scegli l'alternativa corretta A, B, C o D.

1 My best friend is from …… .
A Egyptian **B** Mexican **C** Tunisian **D** India

2 Jon is my brother. ……'s into football.
A Him **B** It **C** He **D** Our

3 You …… 14 years old.
A is **B** are **C** have **D** be

4 Gemma is my cousin. Her dad is my …… .
A brother **B** uncle **C** grandpa **D** nephew

5 The …… in the kitchen are new.
A shelf **B** shelfs **C** shelves **D** shelfes

6 '…… is Anne?' 'She's my sister.'
A How **B** What **C** Where **D** Who

7 My friend Ben lives in California. He's …… actor.
A a **B** the **C** an **D** –

8 Lara …… a new watch.
A have **B** has got **C** got **D** is got

9 …… got enough money for the tickets?
A You have **B** Have **C** Has you **D** Have you

10 Put …… pens in your pencil case.
A that **B** these **C** this **D** them

11 …… a big playground at the school.
A There isn't **B** They is **C** There are **D** They're not

12 There's …… ice cream in the freezer.
A some **B** any **C** a **D** the

13 Have you got …… good apps on your phone?
A some **B** a **C** any **D** the

14 …… three bathrooms in my house.
A There are **B** There is **C** They are **D** They is

15 …… house is in the city centre.
A Mara **B** Mara's **C** Maras' **D** Maras's

16 I always …… before I brush my teeth.
A get home **B** go to bed **C** have breakfast **D** study

17 We go to the sea …… summer.
A on **B** in **C** at **D** to

18 Luke …… his homework after dinner.
A do **B** does **C** doing **D** dos

19 'How often do you go to the cinema?' '…… .'
A Once a month **B** Twice **C** Every two hours **D** Always

20 'Do you play video games?' '…… .'
A Yes, I play **B** Yes, I video game **C** Yes, I do **D** Yes, I am

21 Clem …… eating at fast food restaurants.
A likes **B** don't like **C** doesn't likes **D** like

22 My mum …… really well.
A can cooks **B** can to cook **C** cans cook **D** can cook

23 She …… climbing every weekend.
A makes **B** goes **C** plays **D** does

24 My brother practises the guitar every day but he …… at all!
A plays **B** can play **C** doesn't play **D** can't play

25 '…… run 5 km?' 'No, I can't.'
A Can't you **B** Do you **C** Can you **D** You

DIAGNOSTIC TEST

Name .... Class ....

26 'What ...... to the party?' 'My new dress.'
A you wear **B** you wearing **C** do you wear **D** are you wearing

27 I can't call you now. I ...... for the Maths test.
A study **B** 'm studying **C** 're studying **D** do study

28 '...... have ice cream after dinner?' 'Yes, you can.'
A We can **B** Do we **C** Can we **D** We do

29 George ...... at the party on Friday.
A not **B** wasn't **C** weren't **D** not was

30 They ...... at the concert last night.
A not was **B** not be **C** weren't **D** wasn't

31 ...... at school yesterday?
A You were **B** Were you **C** Are you **D** Did you

32 Where's Sara? These shoes are ....
A hers **B** her **C** she's **D** yours

33 Yesterday we ...... a really boring film in History class.
A are watching **B** watched **C** watch **D** watches

34 James ...... the bus to school this morning. He walked.
A didn't take **B** isn't taking **C** didn't took **D** not take

35 I ...... for two hours at yesterday's training.
A swimmed **B** swam **C** swum **D** did swim

36 'Did you have popcorn at the cinema?' 'Yes, ...'
A we has **B** we have **C** we did **D** we do

37 'How much sugar did you put in the cake?' '...... .'
A Much **B** A little **C** Many **D** A lot of

38 Max is ...... Ryan.
A happier **B** happier than **C** happiest than **D** more happy than

39 Kiera is ...... artist in our class.
A the goodest **B** the better **C** better than **D** the best

40 I ...... my bed every morning before school. Mum's rule!
A have to make **B** have make **C** don't have to make **D** mustn't

41 The school concert was a success! ...... in our class came!
A No one **B** Everyone **C** Someone **D** Anyone

42 My little cousin can't watch this film. He's isn't ....
A old enough **B** too old **C** enough old **D** more old

43 Mia loves taking care of people. She ...... a doctor.
A being **B** is going to be **C** is going to **D** is being

44 Carl is the man ...... helped my mum.
A which **B** how **C** where **D** who

45 'Have you ever been to London?' 'No, I ....'
A don't **B** didn't **C** not been **D** haven't

46 I haven't started my Science project ....
A already **B** just **C** yet **D** since

47 What ...... yesterday at 4.00?
A were you doing **B** did you do **C** you did **D** were you do

48 When ...... a lot, the trees are very green.
A it's raining **B** it was raining **C** it rains **D** it be raining

49 ...... you were watching TV at home, I was running in the park.
A While **B** When **C** Since **D** For

50 If ...... , I won't pass my test.
A I study **B** I'm studying **C** I don't study **D** I will study

Total ..../50

DIAGNOSTIC TEST

Name .... Class ....

FILA B

Scegli l'alternativa corretta A, B, C o D.

1 My grandparents are from …… .
A Moroccan **B** Tunisia **C** Irish **D** Dutch

2 Lara is in my class. ……'s my best friend.
A Our **B** Her **C** He **D** She

3 Blue and purple …… my favourite colours.
A are **B** is **C** be **D** do

4 My mum's dad is my …… .
A grandad **B** uncle **C** nephew **D** cousin

5 The …… are at the park.
A child **B** children **C** childrens **D** childs

6 '…… are my books?' 'They're on the table.'
A Where **B** When **C** How **D** What

7 Gemma's in a band. She's …… musician.
A – **B** the **C** an **D** a

8 We …… the same teacher.
A got **B** is got **C** has **D** have got

9 …… a green car?
A Have you got **B** Has you got **C** You have **D** Have you

10 …… is my bag on the table over there.
A This **B** Those **C** That **D** These

11 …… three restaurants in my town.
A They're **B** There is **C** They are **D** There are

12 Are there …… interesting films at the cinema?
A some **B** any **C** one **D** this

13 There are …… pens in my pencil case.
A any **B** that **C** the **D** some

14 …… an ice cream shop next to the post office.
A They is **B** There are **C** They are **D** There is

15 …… dad is a doctor.
A David is **B** Davids **C** David's **D** Davids'

16 I usually …… after dinner.
A do my homework **B** have lunch **C** get up **D** go to school

17 My parents get up …… 6.00 every morning.
A at **B** on **C** in **D** to

18 Mike …… out with his friends on Sundays.
A gos **B** go **C** going **D** goes

19 '…… do you listen to music?' 'Every day.'
A Why **B** How **C** How often **D** Where

20 Renée …… speaking in public.
A minds **B** don't mind **C** doesn't minds **D** doesn't mind

21 'Does Stef ride her bike to school?' '…… .'
A No, she does **B** No, she not ride **C** No, she doesn't **D** No, she isn't

22 Ruben …… at all.
A not sing **B** can sing **C** can't sing **D** can't sings

23 Landon …… judo three times a week. It's his favourite sport.
A does **B** play **C** makes **D** goes

24 Silas is a chef. He …… really well!
A can cook **B** cook **C** can't cooks **D** can cooks

25 'Can your grandparents use a tablet?' 'No, …… .'
A they don't **B** they can't **C** they not **D** not use

DIAGNOSTIC TEST

Name .... Class ....

26 'Where .... this weekend?' 'To the beach.'
A do you go **B** you go **C** are you going **D** you going

27 Be quiet! Your father ....
A sleeps **B** sleeping **C** 's sleeping **D** does sleep

28 .... to the party, Dad?
A I can go **B** Can I go **C** Can go **D** Do I go

29 I can't find my keys. They .... in my bag this morning.
A was **B** are **C** were **D** be

30 Arya .... at the party on Saturday.
A wasn't **B** not was **C** not be **D** weren't

31 .... on a cruise last month?
A Sara was **B** Were Sara **C** Was Sara **D** Did Sara

32 'Is this my pen?' 'No, it's ....'
A your **B** their **C** mine **D** him

33 Last night my brother and I .... video games for 3 hours.
A playing **B** play **C** did play **D** played

34 Jackson .... on the school trip. He was ill.
A isn't coming **B** didn't come **C** didn't came **D** not come

35 Our teacher .... us loads of homework.
A gived **B** given **C** gave **D** give

36 'Did Mason pass the History test?' 'Yes, ...'
A he pass **B** he do **C** passed **D** he did

37 I've got .... apples. What should I make?
A a little **B** much **C** a lot of **D** too much

38 Rome is .... Florence.
A bigger than **B** big than **C** more big than **D** biggest than

39 Rob is .... student in our class.
A the funnier **B** the funniest **C** the most funny **D** funnier than

40 We .... message our friends during class.
A don't have to **B** must **C** mustn't **D** have to

41 Because of the bad weather, ... came to the concert.
A no one **B** everyone **C** anyone **D** someone

42 These jeans are a small. They're ....
A not enough big **B** not big **C** too much big **D** not big enough

43 Next year we .... around Europe.
A going **B** going to travel **C** 're going to travel **D** travelling

44 There's the dog .... bit my brother.
A who **B** that **C** what **D** it

45 'Has Nate gone to the shop?' 'Yes, he ....'
A has **B** gone **C** is **D** hasn't

46 It's 9.00 in the evening. We've .... had dinner.
A since **B** yet **C** still **D** just

47 What .... last night when I called you?
A did you watch **B** you watching **C** were you watching **D** you watched

48 When the sun .... , we feel better.
A shines **B** was shining **C** shine **D** be raining

49 I was playing football .... it started raining.
A for **B** so **C** while **D** when

50 If I miss the bus, I .... late for school.
A be **B** will be **C** 'm being **D** is

Total ..../50

Unit A
STARTER TEST

Goals A2

Name .... Class ....

FILA A

1 Scegli l'alternativa corretta.

1 Carter **is** / **are** from London.
2 Mara **isn't** / **'m not** on the bus.
3 Mike and Joe **is** / **are** in the same class.
4 Chloe and I'**m not** / **aren't** sisters.
5 I **aren't** / **'m not** at home.

……./5

2 Scrivi le frasi con il verbo *be*. Usa la forma contratta quando possibile.

1 We / here on holiday (✓)
....
2 Francesca / alone (✗)
....
3 I / 14 years old (✓)
....
4 Tom / a good singer (✓)
....
5 Amy and Jake / at school today (✗)
....
6 I / from Australia (✗)
....

……./6

3 Completa le frasi con il pronome personale o l'aggettivo possessivo corretti.

1 Katia's on holiday with .... family.
2 The girls aren't at home. .... 're at school.
3 This is Rob. .... 's my best friend.
4 We aren't in 1B. It isn't .... class.
5 They're at the cinema with .... dad.

……./5

4 Correggi gli errori.

Hi [1]**me** .... name is Lila.
I [2]**are** .... 13 years old and
I [3]**be** .... from London.
My best friends [4]**is** .... Amy and Ellie.
This year, [5]**their** .... aren't in my class.
Amy and I [6]**be** .... on the football team, but [7]**we** .... team
[8]**aren't** .... very good.
Ellie [9]**be** .... a singer,
[10]**her** .... 's great!

……./10

5 Scrivi i numeri in lettere.

1 108 ....
2 12 ....
3 30 ....
4 15 ....
5 94 ....

……./5

6 Scrivi gli orari in lettere. Aggiungi *in the morning/afternoon/evening*, *at night*.

1 3.00 pm It's ....
2 2.15 am It's ....
3 8.30 am It's ....
4 10.45 am It's ....
5 9.50 pm It's ....

……./5

7 Completa le frasi con *this*, *that*, *these* o *those*, seguendo le indicazioni fra parentesi.

1 Is .... your dad? (far)
2 Are .... students in your class? (near)
3 .... film is for over 15s. (near)
4 Are .... your friends? (far)
5 .... books are for English. (near)
6 .... 's a great photo. (far)

……./6

8 Completa la chat con le espressioni date.

Don't freak out • Hurry up! • Very funny! • right

Beth Joy the bus is at 7.50 and you aren't here. [1] .... We're late!
Joy [2] .... , Beth. I'm nearly there.
Beth Good. You're OK for our presentation, [3] .... ?
Joy Our presentation? That's today?
Beth [4] ....

……./8

Total ……/50

Unit A
STARTER TEST

Goals A2

Name .... Class ....

FILA B

1 Scegli l'alternativa corretta.

1 Luke **aren't** / **isn't** in my class.
2 This film **be** / **is** good.
3 Lisa and Jake **are** / **is** friends.
4 I **'m not** / **isn't** 15 years old.
5 We **aren't** / **is** late.

……./5

2 Scrivi le frasi con il verbo *be*. Usa la forma contratta quando possibile.

1 The books / there (✗)
....
2 This class / big (✓)
....
3 I / from London (✗)
....
4 Mum and dad / on holiday (✓)
....
5 You / in the same class (✓)
....
6 Jess / at home now (✗)
....

……./6

3 Completa le frasi con il pronome personale o l'aggettivo possessivo corretti.

1 Jax and Amy are great. .... 're my best friends.
2 Italy is famous for .... food.
3 Joe's English. .... dad's from London.
4 Sara's 14. .... birthday's on 12 July.
5 Dee and I are on the bus. .... 're late!

……./5

4 Correggi gli errori.

Hello, I ¹**is** .... Leroy. I
²**be** .... from London, but ³**your**
.... mum and dad are from Nigeria.
Arlo and Ethan ⁴**is** .... my best friends.
⁵**Our** .... aren't in the same class,
but it's OK.
⁶**You** .... 're in a band together.
⁷**We** .... band ⁸**am not** ....
very good, but Arlo ⁹**'re** .... the singer
and ¹⁰**his** .... 's brilliant!

……./10

5 Scrivi i numeri in lettere.

1 85 ....
2 13 ....
3 20 ....
4 50 ....
5 106 ....

……./5

6 Scrivi gli orari in lettere. Aggiungi *in the morning/afternoon/evening*, *at night*.

1 2.00 pm It's ....
2 8.15 pm It's ....
3 3.40 pm It's ....
4 5.00 am It's ....
5 9.45 am It's ....

……./5

7 Completa le frasi con *this*, *that*, *these* o *those*, seguendo le indicazioni fra parentesi.

1 .... isn't my phone! (far)
2 Are .... your sisters? (near)
3 .... are their books. (far)
4 Is .... your Science teacher? (far)
5 .... is our classroom. (near)
6 .... are great photos of your holiday. (near)

……./6

8 Completa la chat con le espressioni date.

Don't freak out! • Hurry up! • Very funny! • right?

Ellie Marta the concert's at 5.00. You're on the bus, ¹ ....
Marta Concert? What concert?
Ellie ² .... I'm at the entrance. ³ ....
Marta ⁴ .... The bus is in Pile street, so I'm nearly there.

……./8

Total ……/50

Unit B
STARTER TEST

Name .... Class ....

Goals A2

FILA A

1 Completa le frasi con la forma corretta del verbo *be*.

1 **A** .... you on the list? **B** No, I ....
2 **A** .... your birthday on Tuesday?
B Yes, it ....
3 **A** .... Giulia and Sarah sisters?
B No, they ....
4 **A** .... you and Ben on the bus?
B Yes, we ....
5 **A** .... Amy late?
B No, she .... She's here.

......./5

2 Usa i suggerimenti per scrivere domande con il verbo *be* e risposte brevi.

1 you / 13 years old? (✗)
....
2 your house / small? (✓)
....
3 Mark and John / in 1B? (✓)
....
4 the test / today? (✗)
....
5 your mum and dad / from Leeds? (✓)
....

......./10

3 Scegli l'alternativa corretta.

1 Judo is on **Wednesdays** / **January**.
2 My favourite season is **winter** / **June**.
3 Her birthday is in **Thursday** / **March**.
4 **Saturday** / **Tuesday** is at the weekend.
5 We're at school in **December** / **August**.
6 Halloween is in **summer** / **autumn**.

......./6

4 Scrivi le date in lettere e le stagioni corrispondenti.

1 7/1 It's .... : ....
2 22/2 It's .... : ....
3 19/4 It's .... : ....
4 9/7 It's .... : ....
5 4/10 It's .... : ....
6 13/11 It's .... : ....

......./6

5 Riordina le lettere secondo l'alfabeto inglese e aggiungi la lettera mancante.

1 E A C B ....
2 F I G J ....
3 L N M P ....
4 R Q S U ....
5 V Z X W ....

......./5

6 Completa le domande con la 'question word' corretta.

1 .... 's your favourite actor?
2 .... is your favourite day of the week?
3 .... are you from?
4 .... 's your favourite pizza?
5 .... 's your birthday?
6 '............................ are you?' 'Fine, thanks.'
7 '............................ 's your house?' 'It's in Moore street.'
8 .... time is it?
9 '............................ 's the concert?' 'On Tuesday.'
10 '............................ is your mum?' 'She's 47.'

......./10

7 Segui le tracce per completare il dialogo.

A Hello, [Dice che è interessato ai corsi di karate]
1 ....
B Great! They're on Tuesdays at 6.30.
A [Dice che controllerà l'agenda/il programma]
2 .... That's perfect.
B OK. [Chiede come si chiama]
3 ....
A Emma Stark.
B OK Emma, [Dice che si vedranno martedì]
4 ....

......./8

Total ...../50

Unit B
STARTER TEST

Goals A2

Name .... Class ....

FILA B

1 Completa le frasi con la forma corretta del verbo *be*.

1 **A** .... you and Wendy in the same class ?
B Yes, we ....
2 **A** .... Friday your favourite day?
B Yes, it ....
3 **A** .... your teachers interesting?
B Yes, they ....
4 **A** .... you at the cinema? **B** No, I ....
5 **A** .... your phone blue? **B** No, it ....

……./5

2 Usa i suggerimenti per scrivere domande con il verbo *be* e risposte brevi.

1 this test / difficult? (✓)
....
2 your sister / 16 years old? (✗)
....
3 you / happy? (✓)
....
4 her mum and dad / teachers? (✓)
....
5 you and Ollie / best friends? (✗)
....

……./10

3 Scegli l'alternativa corretta.

1 April is in **autumn** / **spring**.
2 We're at school in **September** / **Monday**.
3 **February** / **Friday** is my favourite day.
4 January is in **winter** / **summer**.
5 My birthday party is on **July** / **Tuesday**.
6 Football is on **October** / **Saturdays**.

……./6

4 Scrivi le date in lettere e le stagioni corrispondenti.

1 24/1 It's .... : ....
2 15/2 It's .... : ....
3 13/4 It's .... : ....
4 5/5 It's .... : ....
5 19/6 It's .... : ....
6 3/11 It's .... : ....

……./6

5 Riordina le lettere secondo l'alfabeto inglese e aggiungi la lettera mancante.

1 L O M P ....
2 Y X Z V ....
3 E A C D ....
4 I H G K ....
5 S Q T U ....

……./5

6 Completa le domande con la 'question word' corretta.

1 ....'s your favourite singer?
2 '.................. is your best subject?' 'English or Science?'
3 '..................'s the time?' 'It's one thirty.'
4 .... do you spell your name?
5 '..................'s Park School?' 'It's in the city centre.'
6 '..................'s the test?' 'On Friday.'
7 '..................'s your Maths teacher?' 'Mrs. White?'
8 ....'s your birthday?
9 '..................'s Lucy?' 'At home.'
10 '.................. old is your sister?' 'She's 13.'

……./10

7 Segui le tracce per completare il dialogo.

A Hello, [Chiede quando si tiene il club di Scienze]
^{1} ....
B [Risponde che controllerà l'agenda/il programma]
^{2} .... It's on Wednesdays.
A [Dice 'Molto bene!']^{3} ....
What time are the classes?
B They're at 7.00.
A Can I put my name on the list?
B [Risponde 'certo' e chiede il suo cognome]
^{4} ....

……./8

Total ...../50

Unit C
STARTER TEST

Goals A2

Name .... Class ....

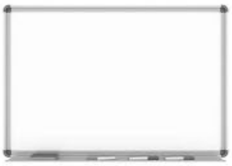
FILA A

1 Traduci le seguenti parole.

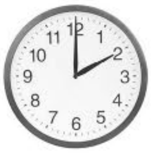
1 finestra ....
2 banco ....
3 sedia ....
4 parete ....
5 pavimento ....
6 porta ....

......./6

2 Scrivi i nomi degli oggetti scolastici.



1 ....



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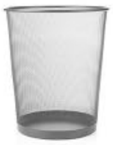
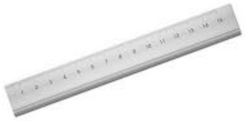


3 ....



4 ....

......./4

3 Sostituisci le parole in grassetto con gli ‘object pronouns’.

1 This pizza’s for **you and me**. ....
2 That’s a picture of **Kim and Ben**. ....
3 It’s a present **for you and Mike**. ....
4 Leave **your umbrella** at the door. ....
5 Erik isn’t here. Message **Erik**. ....
6 Take **this note** to Mr Lee. ....

......./6

4 Completa le frasi con l’imperativo affermativo o negativo dei verbi dati. Attenzione, ci sono due verbi che non servono.

eat • write • listen • work • open • be • make • copy

1 .... your homework!
2 .... those pizzas. They’re for the party.
3 .... your books on page 37.
4 .... your ideas in your notebooks.
5 .... late!
6 .... to the audio and check your answers.
7 .... in groups of four.
8 .... noise on Saturday mornings!

......./8

5 Traduci le regole della classe.

1 Guardate la presentazione!
....
2 Leggete questo libro!
....
3 Non parlate in classe!
....
4 Non state in piedi sulla sedia!
....
5 State calmi per favore!
....

......./10

6 Completa il testo con le preposizioni date.

in front of • behind • between • next to • under • on

Pete, you sit there, ^{1} .... the clock and leave your bag ^{2} .... the floor. Alma, sit in the second row [*fila*] ^{3} .... Oscar and Eliana. Efrem you sit ^{4} .... Eliana. Great. Casper, sit ^{5} .... Alma in the front row and Sophie you sit ^{6} .... her. Perfect.

......./6

7 Scegli l’alternativa corretta.

A That’s the homework for Friday, everyone. ^{1}**Any questions? / Pay attention!**
B ^{2}**Is it / It’s** OK to work in groups, Miss?
A No, it isn’t. Do the homework in pairs, please. ^{3}**Is that clear? / Leave it!**
B Yes, Miss. Work in groups.
A No, in pairs, Hannah. ^{4}**Any questions? / Pay attention.**
B The door’s open, Miss.
A ^{5}**Leave it. / Is that clear?** It isn’t a problem, Hannah.

......./10

Total ...../50

Unit C
STARTER TEST

Name .... Class ....

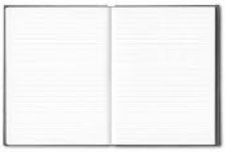
FILA B

1 Traduci le seguenti parole.

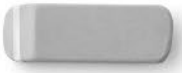
1 pavimento ....
2 porta ....
3 banco ....
4 sedia ....
5 finestra ....
6 parete ....

......./6

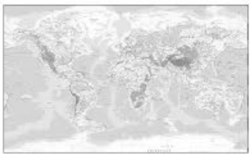
2 Scrivi i nomi degli oggetti scolastici.



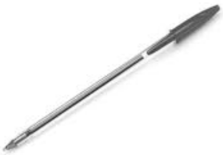
1 ....



2 ....



3 ....



4 ....

......./4

3 Sostituisci le parole in grassetto con gli 'object pronouns'.

1 I'm with **my friends** at the park. ....
2 Put **your bag** on the table. ....
3 This present is for **Emily and me**. ....
4 The pizza is for **my brother**. ....
5 Say 'hi' to **Mrs Bell**. ....
6 Give **my books** to me. ....

......./6

4 Completa le frasi con l'imperativo affermativo o negativo dei verbi dati. Attenzione, ci sono due verbi che non servono.

look • use • watch • sit • copy • read • talk • do

1 .... the presentation.
2 .... your homework from a friend.
3 .... this book. It's very interesting.
4 .... at the answers. This is a test!
5 .... in the library. Sssh.
6 .... down on your chairs.
7 .... your phone in class.
8 .... your homework at home, please!

......./8

5 Traduci le regole della classe.

1 Non mangiate!
....
2 Non fate rumore!
....
3 Lavorate in gruppo.
....
4 Ascoltate l'insegnante.
....
5 Chiudete la finestra.
....

......./10

6 Completa il testo con le preposizioni date.

in • in front of • between • next to • behind • on

Adrian, sit in the second row [*fila*] [1] .... Liam and Beth. Axel you sit [2] .... Beth. Great. Nick, sit [3] .... Liam in the first row of desks. Anna you sit [4] .... him. Pat, don't stand [5] .... the chair and put that note [6] .... the bin, please!

......./6

7 Scegli l'alternativa corretta.

A The window's open, Miss.
B [1]**Leave it** / **Pay attention**, Max. It isn't a problem. So, plan the presentation together. [2]**Pay attention!** / **Any questions?**
A Is it OK to work in [3]**groups** / **pairs**, Miss?
B Yes, it is. Groups of four, please. [4]**Leave it.** / **Is that clear?**
A In pairs, Miss?
B No, in groups of four, Max. [5]**Pay attention!** / **Any questions?**

......./10

Total ...../50

STARTER EXIT TEST

Name .... Class ....

FILA A

Scegli l'alternativa corretta A, B, C o D.

1 Lisa .... a teacher. She's a singer.
A aren't **B** not be **C** isn't **D** 's

2 You .... in my class.
A isn't **B** not be **C** be not **D** aren't

3 Max and I .... at the cinema.
A are **B** is **C** 're **D** am

4 I .... on the bus.
A be **B** 're **C** 'm **D** 's

5 Julia's my friend. .... 's from Leeds.
A Her **B** She **C** It **D** Our

6 Mike and I are in judo together. .... sister, Emma's my best friend.
A He **B** You **C** Her **D** His

7 Hello, ... name's Tim.
A me **B** mine **C** my **D** I

8 Greg and Rachel are in London with .... friend Lisa.
A his **B** their **C** her **D** our

9 Tina's .... years old. She's in 1B with me.
A thirtie **B** thirteen **C** thre **D** threeteen

10 This school's .... years old.
A hundred six **B** a hundredsix **C** hundred and six **D** one hundred and six

11 It's 12.45 pm. It's .... in the afternoon.
A quarter one **B** fifteen past twelve **C** quarter to twelve **D** quarter to one

12 'What .... ?' 'It's three o'clock.'
A it's time **B** 's the time **C** time it is **D** 's time

13 It's twenty-five to five in the afternoon.
A 4.25 pm **B** 5.25 pm **C** 4.35 pm **D** 5.15 pm

14 Is .... your pencil case here?
A this **B** that **C** those **D** these

15 .... are my pens over there.
A This **B** That **C** Those **D** These

16 .... aren't our exercise books here.
A This **B** That **C** Those **D** These

17 '........ you happy?' 'Yes, I am.'
A Be **B** Are **C** Am **D** Is

18 'Is Lisa at home?' 'Yes, ...'
A she is **B** she's **C** is **D** she are

19 '........ in your class?' 'Yes, they are.'
A Your friends **B** Are your friends **C** Is your friend **D** Your friends are

20 '........ your boyfriend?' 'No, he isn't.'
A He's **B** He be **C** He **D** Is he

21 '........ happy?' 'Yes, I ....'
A You be, be **B** Are you, are **C** Are you, am **D** Is you, is

22 My favourite season is ....
A January **B** Wednesday **C** winter **D** June

23 The twenty-fourth of June.
A 06/23 **B** 14/07 **C** 24/06 **D** 20/04

24 June is in ....
A winter **B** summer **C** spring **D** autumn

25 Monday, ... Wednesday.
A Thursday **B** May **C** Tuesday **D** spring

STARTER EXIT TEST

Name .... Class ....

26 .... is your favourite colour: red or black?
A How **B** Where **C** What **D** Which

27 ‘........ ’s the party?’ ‘On Friday.’
A Where **B** When **C** Who **D** Which

28 ‘........ ’s your English teacher this year?’ ‘Mrs Smith.’
A Where **B** How **C** Who **D** What

29 .... do you spell your name?
A How **B** What **C** Who **D** Which

30 .... ’s s your address?
A Who **B** What **C** Which **D** Where

31 E, F, G, ...
A I **B** K **C** J **D** H

32 Please close the ....
A wall **B** board **C** chair **D** window

33 Look at the clock on the ....
A floor **B** door **C** wall **D** window

34 ‘Where’s your homework?’ ‘In my........ .’
A calculator **B** exercise book **C** pencil case **D** dictionary

35 ‘Where’s England?’ ‘Look on the ....’
A map **B** pencil **C** door **D** window

36 The bin is .... the classroom.
A in front of **B** under **C** in the corner of **D** near

37 Your dictionary is .... your desk.
A between **B** on **C** above **D** near

38 In class, I’m .... Marcus.
A above **B** between **C** next to **D** in the corner of

39 ‘Where’s your ruler?’ ‘It’s .... my pencil case.’
A on **B** under **C** in **D** behind

40 Harry, sit there .... Kyle and Alfie.
A above **B** between **C** under **D** in the corner

41 ‘This is a present for .... , Eva.’ ‘Thanks!’
A you **B** him **C** its **D** your

42 ‘Where’s Will?’ ‘Text ....’
A his **B** him **C** it **D** he

43 The homework is on the board. Write .... in your notebooks.
A them **B** him **C** it **D** me

44 Look at .... We’re on holiday!
A us **B** you **C** he **D** we

45 .... the window please, Amy. You’re near it.
A Open **B** Don’t open **C** Opens **D** Do open

46 .... your phone in class!
A No answer **B** Not answer **C** Answer **D** Don’t answer

47 .... a pencil for this, not a pen.
A Don’t use **B** Use **C** Do use **D** Not use

48 .... my pizza!
A Eat **B** Do eat **C** Don’t eat **D** Not eat

49 Please .... quiet.
A not be **B** do be **C** be **D** don’t be

50 .... in groups of three.
A Don’t work **B** Work **C** Works **D** Not work

Total ...../50

STARTER EXIT TEST

Name ……………………………………… Class ……………………

FILA B

Scegli l'alternativa corretta A, B, C o D.

1 Chloe and Mark …… late for the bus.
A not be **B** aren't **C** isn't **D** 's

2 I …… at home.
A not be **B** be not **C** 're not **D** 'm not

3 Julia and Jack …… best friends.
A 're **B** are **C** am **D** is

4 The board …… white.
A 'm **B** 're **C** be **D** 's

5 Maria and I are at school. …… 're with Phoebe in the Science room.
A Her **B** We **C** It **D** Our

6 Max and Harry aren't here. They're with …… sister in the centre.
A their **B** they **C** you **D** he

7 She's in my class. …… name's Ashley.
A His **B** Her **C** Their **D** You

8 I'm at home in …… room.
A me **B** my **C** your **D** her

9 Liam is at my school. He's …… years old today.
A fiftyeen **B** fiftey **C** fifteen **D** fife

10 My mum and dad are …… years old.
A foureight **B** forty-eight **C** forty and eight **D** fourtyeight

11 It's 4.30 pm. It's …… in the afternoon.
A half to four **B** thirty past four **C** half past four **D** thirty to four

12 'What …… ?' 'It's 10.00 am.'
A time it is **B** 's time **C** is time **D** time is it

13 It's ten to one in the morning.
A 12.50 am **B** 10.01 am **C** 12.50 pm **D** 1.10 am

14 Who's …… man over there?
A this **B** that **C** these **D** those

15 Come and look at …… messages.
A this **B** that **C** those **D** these

16 Move …… desks over there, please.
A this **B** that **C** those **D** these

17 '…… you and Kim best friends?' 'Yes, we are.'
A Is **B** Be **C** Am **D** Are

18 'Are your teachers good?' 'Yes, …… .'
A good **B** they're **C** they are **D** you are

19 '…… Daniel your best friend?' 'Yes, he is.'
A Is **B** Be **C** Am **D** Are

20 'Is that your book?' 'No, …… .'
A not **B** it isn't **C** it not **D** not be

21 '…… Alex and James at home?' 'No, they …… .'
A Are, not **B** Is, isn't **C** Are, aren't **D** Are, not be

22 Music lessons are on …… , after school.
A March **B** spring **C** Sunday **D** Tuesdays

23 It's the sixteenth of December.
A 06/12 **B** 16/12 **C** 12/26 **D** 12/06

24 November is in …… .
A spring **B** summer **C** autumn **D** winter

25 My favourite month is …… .
A Thursday **B** July **C** summer **D** Sunday

STARTER EXIT TEST

Name .... Class ....

26 .... do you spell your name?
A How **B** What **C** Who **D** Which

27 ‘........ is Alicia?’ ‘She’s 15.’
A How **B** When **C** How old **D** How much

28 ‘........ ’s that man over there?’ ‘That’s our teacher, Mr Cain.’
A Where **B** When **C** Who **D** Which

29 .... is your favourite day, Monday or Wednesday?
A Who **B** Which **C** How **D** What

30 .... ’s your school? Is it in the city centre?
A What **B** Where **C** Which **D** How

31 U, ... , W, X
A Y **B** T **C** V **D** Z

32 Please sit down on your ....
A floor **B** chair **C** door **D** desk

33 My .... is in front of the board.
A wall **B** floor **C** window **D** desk

34 ‘What’s 15 x 45?’ ‘Here. Use my ....’
A pencil case **B** ruler **C** calculator **D** eraser

35 Put that in the ....
A desk **B** board **C** ruler **D** bin

36 Sit .... Amy and Mia.
A above **B** between **C** on **D** under

37 The clock is .... the wall.
A in **B** behind **C** above **D** on

38 Your dictionary is .... the table.
A above **B** under **C** in the corner of **D** between

39 The title is .... the board.
A near **B** above **C** on **D** in front of

40 The books are .... my bag.
A in **B** on **C** behind **D** in front of

41 Excuse .... , is this the number 15 bus?
A I **B** me **C** my **D** mine

42 Why are those pens on the floor? Put .... in your pencil case.
A it **B** they **C** them **D** their

43 That’s us! .... ’re in a video!
A Your **B** Our **C** We **D** Their

44 That’s my new baby sister. Look at ....
A him **B** she **C** me **D** her

45 .... exercise 10 for homework, everyone. It’s important.
A Do **B** Not do **C** Do do **D** No do

46 .... ! This is a test.
A Copy **B** Do copy **C** Don’t copy **D** Not copy

47 .... on the floor!
A Not sit **B** Don’t sit **C** sit **D** Do sit

48 .... your books at page 55.
A Do open **B** Open **C** Not open **D** Don’t open

49 .... to bed! It’s late.
A Don’t go **B** Do go **C** Go **D** Not go

50 .... the video and answer the questions.
A Watch **B** Don’t watch **C** Not watch **D** Do watch

Total ...../50

Unit 1
UNIT TEST

Name ……………………………… Class ……………………

FILA A

Vocabulary

1 Completa con il paese o la nazionalità corretti.

1 K-pop is from South Korea. It's …………………… .
2 Liam and Mark are Scottish. They're from …………………… .
3 Jade is …………………… . She's from Brazil.
4 My mum and dad are Irish. They're from …………………… .
5 Tim's from London. He's …………………… .

……./5

2 Completa con le abilità date. Attenzione, ce ne sono due che non servono.

dance • play chess • cook • draw • sing • swim • speak another language

1 You can speak English. Can you …………………… ?
2 Katy Perry can …………………… really well. Listen to her!
3 This is a great picture of Dad. You can …………………… very well!
4 I can't …………………… The rules are too complicated.
5 We can't …………………… in this water. It's too cold!

……./5

Grammar

3 Completa con la forma corretta del verbo *be*. Usa la forma contratta quando possibile.

A Hello. You [1] ……… Harlow, right?
B Yes, I [2] ……… and these [3] ……… my friends, Ruby and Farrell.
A [4] ……… you all Canadian?
B No, we [5] ……… . Farrell [6] ……… Irish.
A [7] ……… this your first time at camp?
B No, It [8] ……… .
A I [9] ……… in group B.
B We [10] ……… in group B too!

……./10

4 Completa le frasi con *a*, *an*, *the* o nessun articolo (-).

1 Is Billie Eilish ……… American singer?
2 ……… Stranger Things is a great TV series.
3 London is ……… capital city of the UK.
4 This isn't ……… difficult exercise.
5 Who's ……… Prime Minister of Italy?

……./5

5 Scegli l'alternativa corretta. Poi indica se le frasi riguardano abilità (A) o possibilità (P).

A P

1 Gavin **can** / **can't** speak French quite well. ☐ ☐
2 You **can** / **can't** sit there. It's reserved. ☐ ☐
3 Mia **can** / **can't** sing at all. ☐ ☐
4 It's OK. We **can** / **can't** go to the park later. ☐ ☐
5 '**Can** / **Can't** Joe skateboard?' 'No, he's hopeless.' ☐ ☐

……./5

6 Scrivi frasi con la forma corretta del verbo *be*. Segui le indicazioni e i suggerimenti.

quite good at	✓
very good at	✓✓
great at	✓✓✓
not very good at	✗
pretty bad at	✗✗
hopeless at	✗✗✗

1 Hazel / act (✗)
……………………………………………
2 Gabe and I / chess (✓✓✓)
……………………………………………
3 Mum and Dad / dance (✗✗)
……………………………………………
4 Mia / speak English (✓✓)
……………………………………………
5 Harry / ride a scooter (✗✗✗)
……………………………………………

……./10

Communication

7 Completa il dialogo con le espressioni date.

see you then • give you my number • are you from • it like • about you

A Hey Beth, how's your new school?
B It's OK. It isn't easy to make new friends.
A Well, I can [1] …………………… . Call me.
B Cool. Thanks.
A So, where [2] …………………… ?
B I'm from Sydney, in Australia.
A Wow. What's [3] …………………… ?
B It's alright. It's a big city.
What [4] …………………… ?
A I'm from here. Well, [5] …………………… .
B Bye!

……./10

Total ……/50

Unit 1
UNIT TEST

Name .... Class ....

Goals A2

FILA B

Vocabulary

1 Completa con il paese o la nazionalità corretti.

1 Jackson is Welsh. He's from ....
2 Our best friend is from Morocco. She's ....
3 My car is German. It's from ....
4 Yumi and Miwa are .... They're from Japan.
5 I'm from New York. I'm ....

......./5

2 Completa con le abilità date. Attenzione, ce ne sono due che non servono.

sing • act • play the guitar • skateboard • ride a bike • dance • cook

1 Hector can .... the tango. He's really good.
2 This pizza is terrible. Dad can't .... at all!
3 Parker can .... with no hands!
4 You're a good singer. Can you .... too?
5 Millie's in a film. She can .... very well.

......./5

Grammar

3 Completa con la forma corretta del verbo *be*. Usa la forma contratta quando possibile.

A Hello. [1]........ this the art class?
B No, it [2]........ . Art [3]........ in room 5.
A OK, Thanks. What [4]........ your names?
B I [5]........ Blake and this [6]........ Keira. And you?
A My name [7]........ Giada.
B [8]........ you in 1C?
A Yes, I [9]........ .
B Hurry up, then. You [10]........ late.

......./10

4 Completa le frasi con *a*, *an*, *the* o nessun articolo (-).

1 This is .... interesting lesson.
2 What's .... answer to exercise 1?
3 Edinburgh's in .... Scotland.
4 It's .... perfect day for a picnic.
5 I'm in a city on .... coast of Italy.

......./5

5 Scegli l'alternativa corretta. Poi indica se le frasi riguardano abilità (A) o possibilità (P).

	A	P
1 '**Can** / **Can't** Julia cook?' 'No, she's hopeless.'	☐	☐
2 Martha **can** / **can't** draw quite well.	☐	☐
3 Don't worry. We **can** / **can't** take the bus.	☐	☐
4 Ely **can** / **can't** play chess at all.	☐	☐
5 You **can** / **can't** sit here. It's free.	☐	☐

......./5

6 Scrivi frasi con la forma corretta del verbo *be*. Segui le indicazioni e i suggerimenti.

quite good at	✓
very good at	✓✓
great at	✓✓✓
not very good at	✗
pretty bad at	✗✗
hopeless at	✗✗✗

1 Deb / cook (✓✓✓)
....
2 I / draw (✗)
....
3 You / sing (✓)
....
4 Avery and Lane / swim (✓✓)
....
5 My sister / skateboard (✗✗)
....

......./10

Communication

7 Completa il dialogo con le espressioni date.

it like • nice to meet you • got it • see you around • my number's

A Hi, I'm Jamie. We're in Karate together.
B [1].......................... , I'm Pia.
A What's your school?
B Baker Secondary.
A Ah, I'm at Windsor. What's [2].......................... ?
B Baker? It's not bad. They teachers are nice.
A [3].......................... 0891 7193351. Call me and send me yours.
B OK.
A [4].......................... . Well, see you then.
B Yes. [5].......................... .

......./10

Total ...../50

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

UNIT TEST

Name .... Class ....

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

FILA A

Vocabulary

1 Completa con i nomi di parentela corretti.

1 Your uncle's son is your ....
2 Our mum's daughter is our ....
3 Amy's dad is her mum's ....
4 Mia's dad's sister is her ....
5 Mum and Dad are my ....

......./5

2 Completa con le parole date. Attenzione, ce ne sono due che non servono.

headphones • watch • rollerblades • orange • bike • e-reader • rabbit

1 I've got a lot of good books on my ....
2 Oscar's cat is ....
3 Matt's got new .... He can go really fast.
4 What's the time? This .... is wrong.
5 Sarah can't hear you. She's got her .... on.

......./5

Grammar

3 Completa con la forma corretta delle parole tra parentesi.

1 There are five .... (person) in my family.
2 I've got two .... (sandwich) for lunch.
3 Kate's .... (dog) are black and grey.
4 My .... (hobby) are music and sport.
5 Divide the pizza in two .... (half).

......./5

4 Unisci le due frasi con la forma possessiva *'s*.

1 Sara has got a skateboard. It isn't new.
....
2 Mark is in a band. They're really good.
....
3 My city has got a park. It's beautiful.
....
4 Leo has got a sister. She's Olivia.
....
5 My grandparents have got a house. It's in London.
....

......./5

5 Scrivi frasi con la forma corretta di *have got* seguendo le indicazioni. Usa la forma contratta e le risposte brevi quando possibile.

1 Oscar and Theo / a big house (✗)
....
2 My aunt Lucy / three daughters (✓)
....
3 I / a laptop (✓)
....
4 Greta / the concert tickets / ? (✗)
....
5 Your grandparents / a pet dog / ? (✓)
....

......./10

6 Completa il dialogo con *Whose…?* e i pronomi possessivi corretti.

A [1] .... is this phone on my desk? Is it [2] .... ?
B No, it isn't [3] .... My phone's in my rucksack. Ask Anna. Maybe it's [4] ....
A No, it isn't. Anna's got a pink phone cover. This cover's black.
B Theo's got a black cover, it's [5] .... !

......./5

7 Completa con *there is/there are* o *some/any*.

My brother and I are in the same room.
It's a big room so [1] .... a lot of space.
[2] .... two desks, two beds, and two chests of drawers. [3] .... a TV, but we've both got laptops. There are [4] .... posters on the walls.
My side of the room is tidy. I haven't got [5] .... clothes or books on the floor. Well, [6] .... notebooks on the desk but that's it!
My brother's side isn't tidy at all. [7] .... shelves or [8] .... boxes for his stuff. It's a mess!

......./8

Communication

8 Scegli l'alternativa corretta.

A I've got a lot of things. I haven't got [1]**space for all of it** / **a lot of things.** How about you?
B Well my room isn't [2]**near the window** / **very big.**
A [3]**There is** / **Have you got** a chest of drawers?
B No, but [4]**there's** / **'ve got** a big wardrobe.
A Right.
B And I [5]**can put things** / **'ve got some** under my bed.
A That's good.
B [6]**Are there** / **Is there** shelves on the walls?
A Yes! But [7]**it's** / **they're** full of books and photos!

......./7

Total ...../50

Unit 2
UNIT TEST

Goals A2

Name .... Class ....

FILA B

Vocabulary

1 Completa con i nomi di parentela corretti.

1 Alex's mum's son is his ....
2 Gabe's dad's dad is his ....
3 Hanna's brother's daughter is her ....
4 My mum and dad are my ....
5 Sean's mum is his dad's ....

......./5

2 Completa con le parole date. Attenzione, ce ne sono due che non servono.

skateboard • green • trainers • laptop • phone • tortoise • games console

1 Jen's .... has got cool apps.
2 I've got a new .... It's good for watching films.
3 We can play FIFA on Oscar's ....
4 The walls are .... in my room.
5 Those are nice .... Are they for football?

......./5

Grammar

3 Completa con la forma corretta delle parole tra parentesi.

1 The .... (child) are in the park.
2 All the .... (bus) are late today.
3 The new .... (teacher) are very friendly.
4 My parents are from different .... (city).
5 Cats have got nine .... (life).

......./5

4 Unisci le due frasi con la forma possessiva *'s*.

1 My cousins have got a bedroom. It isn't very tidy.
....
2 My sister has got a car. Her car is new.
....
3 This school has got classrooms. They're big.
....
4 Mum has got a laptop. It's old.
....
5 My aunt has got a son. He's my favourite cousin.
....

......./5

5 Scrivi frasi con la forma corretta di *have got* seguendo le indicazioni. Usa la forma contratta e le risposte brevi quando possibile.

1 Hunter / a black cat (✓)
....
2 Your cousins / a big house (✗)
....
3 Giada / a pet hamster / ? (✓)
....
4 Mark and Liam / a new games console / ? (✗)
....
5 I / a bike (✗)
....

......./10

6 Completa il dialogo con *Whose…?* e i pronomi possessivi corretti.

A [1] .... rucksacks are those on the floor?
B They aren't [2] .... We haven't got black rucksacks.
A Ask Oscar and Ivy. Maybe they're [3] ....
B Ivy's got a red rucksack so [4] .... isn't there.
A There's an orange O on one of them.
B 'O' for Oscar! That rucksack's [5] .... !

......./5

7 Completa con *there is*/*there are* o *some*/*any*.

My room isn't very big. [1] .... a bed, a desk, and a chair. I've got a TV on the wall, but [2] .... shelves. I haven't got [3] .... posters either, but I've got [4] .... photos of my friends on my desk. My room is pretty untidy: [5] .... always lots of books and clothes on the floor. [6] .... a wardrobe, and I haven't got [7] .... boxes for my stuff. I think I need [8] .... new things.

......./8

Communication

8 Scegli l'alternativa corretta.

A What [1]**'s your room like** / **have you got**, Kim?
B It's quite big. There's [2]**space for all of it** / **a lot of space** for all of my things.
A Cool. [3]**What colour are** / **is there** the walls?
B They're white, but [4]**I've got** / **I haven't got** a blue wardrobe.
A [5]**Where is** / **Have you got** a desk in your room?
B Yes, I have.
A [6]**Is it** / **Are there** tidy?
B Umm… right now [7]**it's** / **there's** very untidy!

......./7

Total ...../50

Unit 3
UNIT TEST

Name .... Class ....

Goals A2

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

FILA A

Vocabulary

1 Completa con le attività del tempo libero corrette.

1 When it's sunny, I often .... in the countryside.
2 Zoe and I .... on holiday and show them to our friends.
3 El and Mia .... Their posts and articles are cool.
4 Mr Ross tells us to .... for research.
5 I .... every day. I'm really good at Fortnite.
6 Luke and I .... We've got a concert on Saturday.

......./6

2 Completa con la forma corretta di *play*, *do* o *go* e gli sport dati.

swimming • cycling • skiing • weights • basketball • martial arts

1 Liam .... for the school team.
2 Lyn .... Her favourite is karate.
3 My parents .... around the city every Sunday.
4 We don't .... in the sea in winter. It's too cold!
5 Joe and Milo .... at the gym after training.
6 I .... in winter. I love the snow.

......./6

Grammar

3 Completa con i verbi dati al Present simple. Attenzione, ci sono due verbi che non servono.

not do • walk • like • play • have • not travel • speak • not be • live • sing

Evan and Dana are my cousins. Their mum is Spanish and their dad is Italian, so they [1] .... three languages. They've got family all over the world but they [2] .... very often because they don't like flying. They [3] .... near me, and we [4] .... to school together every day. After school we [5] .... listening to music and playing video games. They [6] .... sports but they are in a band. Evan [7] .... and Dana [8] .... the drums. They're really good.

......./8

4 Usa i suggerimenti per scrivere domande e risposte brevi.

1 Kim and Joe / play / football / ? (✓)
....
2 you and Mila / go shopping / at the weekends / ? (✗)
....
3 Carla / like / sushi / ? (✓)
....
4 you and Max / go to the beach / in summer / ? (✗)
....
5 Josh / write / a blog / ? (✓)
....

......./10

5 Completa le frasi con i verbi dati al Present simple. Usa le parole tra parentesi.

play • win • visit • be • go • go shopping

1 My cousin .... me in the summer. (usually)
2 I .... with my mum. (sometimes)
3 Elsa .... in a band .... (twice a week)
4 Our dog Spot .... happy. (always)
5 I .... to operas. (never)
6 Sean .... at chess. (hardly ever)

......./6

6 Completa le frasi con *like*, *love*, *hate*, *don't mind* + *-ing* usando i verbi tra parentesi.

1 Karen .... (watch) TV. ☺
2 We .... (have) lunch outside. ☺ ☺
3 My classmates .... (take) tests. ☹ ☹
4 My brother .... (walk) the dog. 😐
5 Lee .... (make) cakes. ☺
6 Dad .... (sing) in the shower. ☺ ☺

......./6

Communication

7 Segui le tracce per scrivere il dialogo.

A Chiede a B se gli piace fare video.
B Risponde di no.
A Risponde stupito, dicendo che a lui sì. Aggiunge che ama fare fotografie.
B Risponde che piace anche a lui.

A [1] ....
B [2] ....
A [3] ....
B [4] ....

......./8

Total ...../50

Unit 3
UNIT TEST

Name .... Class ....

FILA B

Vocabulary

1 Completa con le attività del tempo libero corrette.

1 I .... with my friends. Our favourite is Minecraft.
2 I don't .... with my friends during the week. I study.
3 Ryan doesn't .... He watches films at home.
4 Lexi and Omar .... a lot of TV. Their favourite programme is MasterChef.
5 Mum and I .... classes on Fridays. We're learning salsa!
6 Clara doesn't .... in the centre.

......./6

2 Completa con la forma corretta di *play*, *do* o *go* e gli sport dati.

gymnastics • martial arts • skiing • running • athletics • football

1 My dad .... in our area every morning.
2 Lucy .... She's very flexible.
3 I .... I'm on the school team.
4 Brian doesn't .... He doesn't like running.
5 Carla loves the mountains. She .... every winter.
6 Finn and I .... two ...., judo and karate.

......./6

Grammar

3 Completa con i verbi dati al Present simple. Attenzione, ci sono due verbi che non servono.

watch • play • write • go • do • not go • cook • listen • have • work

My brother Daniel is a chef. He is very creative and he [1] .... fantastic food, from all over the world. He [2] .... every day, and sometimes at weekends, at a restaurant in town. He [3] .... to bed early. When he gets home from work he [4] .... TV and [5] .... video games. Every morning before work, he [6] .... running. He [7] .... to loud music and he [8] .... in his blog! He's very dynamic.

......./8

4 Usa i suggerimenti per scrivere domande e risposte brevi.

1 the children / draw / in class / ? (✓)
....
2 Lily / message / friends / at school / ? (✗)
....
3 Charles / play / the guitar / ? (✗)
....
4 Miss Smith / give / you / a lot of homework / ? (✓)
....
5 you / take / photos / with your phone / ? (✓)
....

......./10

5 Completa le frasi con i verbi dati al Present simple. Usa le parole tra parentesi.

be • walk • hang out • go • tidy • take

1 Hunter .... cycling .... (twice a week)
2 Amelie .... with friends. (hardly ever)
3 I .... my room. (rarely)
4 Jackson .... late for school. (never)
5 Nera and I .... to school together. (always)
6 Mum .... the bus to work. (usually)

......./6

6 Completa le frasi con *like*, *love*, *hate*, *don't mind* + *-ing* usando i verbi tra parentesi.

1 Charlie and I .... (listen) to pop music. ☹ ☹
2 Hanna .... (do) Maths homework. 😐
3 My team .... (win). 🙂 🙂
4 I .... (play) chess. 🙂
5 Oliver .... (cook) dinner. 😐
6 Millie .... (chat) online. 🙂 🙂

......./6

Communication

7 Segui le tracce per scrivere il dialogo.

A Dice a B che ama la musica trap.
B Risponde che piace anche a lui e che il suo trapper preferito è Ghali.
A Risponde stupito, dicendo che lui preferisce Leon Faun. Aggiunge che non gli piace il jazz.
B Risponde che non piace nemmeno a lui.

A [1] ....
B [2] ....
A [3] ....
B [4] ....

......./8

Total ...../50

Unit 4
UNIT TEST

Name .... Class ....

FILA A

Vocabulary

1 Completa con le attività corrette.

1 Your mum works a lot. Does she often .... late?
2 I usually .... and get dressed before breakfast.
3 My brother and I .... at 7.00 every morning.
4 We .... quickly because we've got a uniform.
5 I always .... after meals.

......./5

2 Abbina le materie (a-g) alle definizioni (1-5). Attenzione, ci sono due materie che non servono.

a Computer Science
b History
c Biology
d Foreign Languages
e Maths
f Geography
g Chemistry

1 ...... You study past events.
2 ...... You study numbers, forms and space.
3 ...... You learn to communicate in different ways.
4 ...... You study different substances.
5 ...... You learn about hardware, software and the Internet.

......./5

Grammar

3 Completa con la preposizione di tempo corretta.

1 I brush my teeth .... I go to bed.
2 Anita goes shopping with her friends .... Fridays.
3 The stars shine .... night.
4 School finishes .... June.
5 The party is .... the 6th of May.
6 We love snowboarding .... winter.

......./6

4 Completa con il verbo tra parentesi al Present continuous.

1 'What .... (you/do)?' 'I .... (make) a sandwich.'
2 We .... (go) to the cinema. .... (you/come)?
3 Lara .... (not get dressed) for the party. She .... (study tonight).
4 '.......... (Mark/sleep)?' 'No, he .... (have) a shower.'
5 They .... (not stay) in the hotel. They .... (camp) near the beach!

......./10

5 Completa con i verbi dati al Present simple o al Present continuous.

prepare • help • study (x2) • not want • be • have • get up

Alexa is a university student. She [1] .... medicine. But she [2] .... to be a doctor, she wants to be a nurse. She [3] .... lots of lessons every day. She [4] .... every morning at 6.30 and [5] .... for an hour. Today, her classmate Anna [6] .... her. They [7] .... a presentation for one of Alexa's exams. Alexa thinks university [8] .... hard, but she loves it!

......./8

6 Usa i suggerimenti per scrivere frasi al Present simple o al Present continuous.

1 we / go / on holiday / to France / next summer.
....
2 the school bus / leave / at 8.00.
....
3 our teacher / not give us / a test / tomorrow.
....
4 they / practise for / the concert / this weekend.
....
5 the film / start / at 4.30.
....

......./10

Communication

7 Completa il dialogo con le espressioni date.

How about • 'd rather • I'm not sure • Let's go • Good idea • Shall we

A Hey Thomas, I'm bored.
B [1] .... to the cinema!
A [2] .... I haven't got much money.
B OK. [3] .... going to the park?
A I [4] .... stay home
B [5] .... play video games?
A [6] .... !

......./6

Total ...../50

UNIT TEST

Name .... Class ....

FILA B

Vocabulary

1 Completa con le attività corrette.

1 I .... at 6.30 in the morning on weekdays.
2 We always .... in the school canteen.
3 My .... at 8.45 in the morning.
4 I .... after school.
5 Jasper and Zoe .... at midnight on Saturdays.

......./5

2 Abbina le materie (a-g) alle definizioni (1-5). Attenzione, ci sono due materie che non servono.

a Biology
b Geography
c Art and Design
d Physical Education
e Foreign Languages
f Physics
g Music

1 ...... You learn about rhythm and melody for example.
2 ...... The study of substances and energy.
3 ...... You do and learn about sports.
4 ...... You study different countries and habitats.
5 ...... You study life and living organisms.

......./5

Grammar

3 Completa con la preposizione di tempo corretta.

1 My grandparents have lunch .... midday.
2 Mum does yoga .... Tuesdays.
3 John's birthday is .... Christmas day.
4 I always have a shower .... football training.
5 We go to the beach .... summer.
6 They go to the cinema .... the weekend.

......./6

4 Completa con il verbo tra parentesi al Present continuous.

1 '.............................. (we/have) a test today?' 'No, we .... (go) on a trip.'
2 My team .... (not win) the match. We .... (play) very badly.
3 'Where .... (you/go)?' 'We .... (drive) to the beach.'
4 The baby next to me .... (cry). He .... (give) me a headache.
5 Alex .... (not train) today. He .... (study) for the Spanish test.

......./10

5 Completa con i verbi dati al Present simple o al Present continuous.

learn • teach • make • not be • love • run • help • meet

Milo [1] .... learning about things like robotics and coding. He's in the Technology club at school. The club [2] .... every Tuesday afternoon. This week Milo [3] .... about animation. He [4] .... an animated film about his dog Max. Milo's friend, James [5] .... him. Right now, they [6] .... Max to sit, but Max [7] .... interested. He [8] .... around the park.

......./8

6 Usa i suggerimenti per scrivere frasi al Present simple o al Present continuous.

1 Chloe / study / with Jo / on Mondays.
....

2 I / not work / tomorrow evening.
....

3 Lucy / start / university / in September.
....

4 we / celebrate / my birthday / on Saturday.
....

5 the exam / begin / at 8.45.
....

......./10

Communication

7 Completa il dialogo con le espressioni date.

See you • How about • Do you want to • OK, cool • Great, I'd love to • Sorry, I can't

A Hi Lily! [1] .... go to the park?
B [2] .... I'm studying for our Maths test.
A That's OK. [3] .... getting an ice cream later?
B [4] ....
A [5] .... there. At 6.00?
B [6] ....

......./6

Total ...../50

Unit 5
UNIT TEST

Name ....   Class ....

Goals A2

FILA A

Vocabulary

1 Scrivi il nome degli alimenti che corrispondono alla descrizione.

1 An orange summer fruit _ _ _ _ _
2 You make toast with this _ _ _ _ _
3 A long green vegetable with a yellow flower _ _ _ _ _ _ _ _ _ _
4 You can make crisps with these _ _ _ _ _ _ _ _ _
5 Italians often eat these at breakfast _ _ _ _ _ _ _ _ _

......./5

2 Completa con la forma corretta delle parole date. Attenzione, ce ne sono due che non servono.

carton • slice • piece • packet • tin • bowl • glass

1 I need two .... of tomatoes for the sauce.
2 Can I have a .... of your pizza?
3 Tommy has a .... of crisps for lunch every day.
4 My brother never gives me a .... of his chocolate.
5 My favourite winter meal is a big .... of vegetable soup.

......./5

Grammar

3 Completa con *some*, *any*, *a*/*an* e le parole date.

music • fruit juice • wireless speaker • plates • sandwiches

Hey Ivy, are you ready for the party? Lola is making [1] .... but we haven't got [2] .... or cups. Can you bring them? We also need [3] .... and fizzy drinks. I have [4] .... on my phone but we haven't got [5] .... Can we use your sister's?

......./10

4 Usa i suggerimenti per scrivere domande con *How much* o *How many*.

1 TV / you and your family / watch / ?
....
2 rooms/ be / there / in your house / ?
....
3 pairs of shoes / Laila / own / ?
....
4 sport / Liam / do / ?
....
5 homework / you / get / at weekends / ?
....

......./5

5 Scegli l'alternativa corretta.

1 Vegetables contain **lot of** / **lots of** vitamins and minerals.
2 I have **a few** / **a little** really good friends.
3 I can't go to the cinema. I haven't got **much** / **many** money
4 Oliver likes his tea with **a little** / **a few** sugar.
5 Martina doesn't eat **much** / **many** desserts.

......./5

6 Completa le frasi usando *too much*/*too many*, *too little*/*too few*, *(not) enough* e le parole date.

money • junk food • time • people • tourists

1 Sorry, I can't do it today. I haven't got ....
2 We're cancelling the concert. There are ....
3 No more crisps! You eat ....
4 I rarely go into the centre. There are ....
5 The tickets are expensive. Have you got .... ?

......./10

Communication

7 Completa il dialogo.

Waiter [1] .... to order?
Customer Yes, [2] ....
Waiter What can I [3] .... ?
Customer [4] .... a hamburger, please.
Waiter [5] .... like any chips with [6] .... ?
Customer No, [7] ....
Waiter [8] .... drink?
Customer I'll have a mineral water.
Waiter [9] .... £9.99 in total.
Customer [10] .... you are.

......./10

Total ...../50

Unit 5
UNIT TEST

Name .... Class ....

FILA B

Vocabulary

1 Scrivi il nome degli alimenti che corrispondono alla descrizione.

1 A red, yellow or green fruit from trees _ _ _ _ _
2 You need these to make an omelette _ _ _ _
3 You sometimes cry when you cut them _ _ _ _ _ _
4 Cola is an example of a _ _ _ _ _ _ _ _ _ _
5 A sea creature with eight legs _ _ _ _ _ _ _

......./5

2 Completa con la forma corretta delle parole date. Attenzione, ce ne sono due che non servono.

packet • bowl • bottle • glass • tin • carton • slice

1 I have a .... of cereal for breakfast every morning.
2 Grandad always has a .... of milk before he goes to bed.
3 I had a big .... of cake at Max's birthday party.
4 My brother puts the empty .... of milk back in the fridge!
5 We've got four .... of water for the party.

......./5

Grammar

3 Completa con *some*, *any*, *a*/*an* e le parole date.

sugar • cake • candles • ideas • eggs

Hey Ben. Tomorrow's Mum's birthday! I'm making ¹.................. . We've got ².................. , there are three kilos of it! But we haven't got ³.................. or butter. We also need ⁴.................. for the top of the cake! Have you got ⁵.................. for a present? Maybe a cookbook? Alice.

......./10

4 Usa i suggerimenti per scrivere domande con *How much* o *How many*.

1 money / Lara and Jon / spend / at the weekends / ?
....
2 times a day / you / check / your phone / ?
....
3 video games / Jake / own / ?
....
4 water / you / drink / every day / ?
....
5 pairs of jeans / your sister / have got / ?
....

......./5

5 Scegli l'alternativa corretta.

1 We haven't got **much** / **a lot of** ideas for this project.
2 There are **lots of** / **much** people at the party.
3 I don't watch TV in the mornings. I have **a few** / **no** time!
4 Can I have **a little** / **a few** rice with my chicken?
5 There isn't **many** / **much** ham in this sandwich.

......./5

6 Completa le frasi usando *too much*/*too many*, *too little*/*too few*, *(not) enough* e le parole date.

homework • options • space • fruit • money

1 I'm stressed! I've got ....
2 'Can you put my books in your bag?' 'Sorry. There isn't ....'
3 Try an apple for a change. You eat ....
4 'That's £15 please.' '£15! I haven't got ....'
5 There are .... on this menu. I can't decide what to eat.

......./10

Communication

7 Completa il dialogo.

Waiter What can I ¹.. ?
Customer ².. the tuna salad, ³.. .
Waiter I'm sorry. We're ⁴.. tuna.
Customer OK. ⁵.. the chicken.
Waiter ⁶.. drink?
Customer Yes, I'll have a cola.
Waiter ⁷.. everything?
Customer Yes, ⁸.. .
Waiter ⁹.. £15.00 in total.
Customer Here ¹⁰.. .

......./10

Total ...../50

Unit 6
UNIT TEST

Name …………………………………… Class ……………………

FILA A

Vocabulary

1 Abbina le professioni (a-g) alle definizioni (1-5). Attenzione, ci sono due professioni che non servono.

a photographer
b entrepreneur
c inventor
d director
e architect
f singer
g writer

1 …… designs buildings
2 …… captures special moments
3 …… creates or discovers new methods
4 …… manages the making of a film
5 …… creates texts for people to read

……./5

2 Completa con i ‘life events’ nella forma corretta.

1 Rob …………………… on the 16th of April, 1990.
2 My sister …………………… her boyfriend in a small flat.
3 Mum and Dad …………………… 25 years ago today.
4 Grandad …………………… in Dublin. Then his family moved to London.

……./4

Grammar

3 Completa con il verbo *be* al Past simple.

Hi, I’m Luke. Last weekend ¹ …………………… my birthday. I don’t really like birthdays, but it ² …………………… a special day. My cousins from London ³ …………………… in town. I ⁴ …………………… worried on the way to the train station because there ⁵ …………………… a lot of traffic, but luckily we ⁶ …………………… late.

……./6

4 Usa i suggerimenti per scrivere domande al Past simple sul testo dell’esercizio 3. Poi rispondi alle domande.

1 when / Luke’s / birthday / ? ……………………
……………………………………………
2 who / Luke’s / visitors / ? ……………………
……………………………………………
3 why / Luke / worried / ? ……………………
……………………………………………
4 they / late / ? ……………………
……………………………………………

……./8

5 Completa con i verbi dati al Past simple.

not like • arrive • not study • rain • go

1 We …………………… on holiday to Greece last year.
2 Lisa …………………… for the exam. She got a bad mark.
3 Their train …………………… late.
4 It …………………… all day yesterday. It’s sunny today.
5 I …………………… the new Star Wars film. It was really long.

……./5

6 Usa i suggerimenti per scrivere domande al Past simple. Poi abbinale alla risposta corretta.

1 …… when / they / go / on holiday / ?
……………………………………………
2 …… what / you / get / for Christmas / last year / ?
……………………………………………
3 …… what / happen / at school / yesterday / ?
……………………………………………
4 …… Liam / see / the film / yesterday / ?
……………………………………………
5 …… who / give / you / the answers / ?
……………………………………………
6 …… you / talk / Ms Lee / ?
……………………………………………

a Yes, He did.
b We went to the aquarium.
c My friend Ray.
d They went last week.
e No, I didn’t.
f A new bike!

……./12

Communication

7 Segui le tracce per scrivere il dialogo.

A Chiede a B com’è stata la sua domenica.
B Risponde che non è andata male. Dice che è stato in centro e che dopo è andato alla festa di Mark.
A Chiede a B se è stato bene.
B Risponde di no. Chiede ad A che cos’ha fatto.
A Risponde che è andato al cinema con i suoi fratelli.

A ¹ ……………………………………………
B ² ……………………………………………
A ³ ……………………………………………
B ⁴ ……………………………………………
A ⁵ ……………………………………………

……./10

Total ...../50

UNIT TEST

Name .... Class ....

FILA B

Vocabulary

1 Abbina le professioni (a-g) alle definizioni (1-5). Attenzione, ci sono due professioni che non servono.

a fashion designer
b journalist
c artist
d musician
e sportsperson
f scientist
g actor

1 .... studies the physical world
2 .... creates clothing
3 .... trains and competes physically
4 .... creates paintings and drawings
5 .... performs on stage or in films

......./5

2 Completa con i 'life events' nella forma corretta.

1 My best friend .... a different town last year.
2 I haven't got any cousins. My aunt and uncle don't ....
3 My grandad .... last year after 50 years in the same job.
4 I want to .... after school. I don't want to go to university!

......./4

Grammar

3 Completa con il verbo *be* al Past simple.

Hi! I'm Jo. Yesterday Emily and I [1] .... at our favourite restaurant, Piero's Steakhouse. I [2] .... really hungry, so I ordered the steak and chips. It [3] .... delicious! Emily [4] .... very lucky. Her food [5] .... terrible! Fortunately, the managers [6] .... really nice: we got a free meal!

......./6

4 Usa i suggerimenti per scrivere domande al Past simple sul testo dell'esercizio 3. Poi rispondi alle domande.

1 where / Emily and Jo / ? ....
....
2 what / delicious / ? ....
....
3 how / Emily's / meal / ? ....
....
4 the meal / expensive / ? ....
....

......./8

5 Completa con i verbi dati al Past simple.

travel • get up • give • not do • not watch

1 I .... TV last night. Too much homework!
2 Sam .... sport when he was a child. He was into music.
3 Our teacher .... us a really difficult test last week!
4 Last year, my parents .... through Europe by train.
5 We .... late this morning. It's Saturday!

......./5

6 Usa i suggerimenti per scrivere domande al Past simple. Poi abbinale alla risposta corretta.

1 .... what / Sheila / do / last weekend / ?
....
2 .... how often / you / visit / Grandma / last year / ?
....
3 .... what / make / you / change your mind / ?
....
4 .... they / finish / the book / ?
....
5 .... who / teach / you / to play the guitar / ?
....
6 .... Mary / call / me / ?
....

a No, she didn't.
b My uncle Erik. He's in a band.
c I didn't have enough money.
d Once a month.
e Yes, they did.
f She went to the beach.

......./12

Communication

7 Segui le tracce per scrivere il dialogo.

A Chiede a B cos'ha fatto sabato.
B Risponde che è stata al teatro con Beth.
A Risponde entusiasta.
B Chiede ad A che cos'ha fatto.
A Risponde che prima lei e Li sono andate a fare shopping. Dopo sono andate al parco.

A [1] ....
B [2] ....
A [3] ....
B [4] ....
A [5] ....

......./10

Total ...../50

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

Unit 7
UNIT TEST

Name .... Class ....

Goals A2

FILA A

Vocabulary

1 Completa con i negozi e i luoghi in città. La prima lettera è data.

1 Yesterday I went to a **c**.................. **s**.................. to look for a dress for the party.
2 Oscar's in **h**.................. . He's not well.
3 Does your mum work at that new **o**.................. **b**.................. on Green Street?
4 Tomorrow we're going on a school trip to the Egyptian **m**.................. .
5 The football match was at the new **s**.................. .

......./5

2 Scrivi il mezzo di trasporto corrispondente alla definizione.

1 A big comfortable bus for long journeys. ....
2 A boat for transporting people and vehicles across water. ....
3 A light motorcycle. ....
4 An electric vehicle that transports people in cities on tracks. ....
5 A medium-sized road vehicle, often with no windows in the sides or back. ....

......./5

Grammar

3 Completa con *should/shouldn't*.

1 The neighbours .... play loud music. It's really late.
2 Where .... we go this weekend?
3 Lucy .... go out tonight. She's got a test tomorrow.
4 You .... use your phone in class.
5 I .... do more sport, but I'm a bit lazy!
6 Sandra .... message her friends when she's in class.

......./6

4 Completa con i verbi tra parentesi e *be going to*.

We [1] .... (not stay) at home this weekend. We [2] .... (go) to the beach. Dad [3] .... (drive) his new car on the motorway for the first time. On Friday, we [4] .... (eat) at my favourite pizzeria. My friend Ethan [5] .... (be) there too! He [6] .... (bring) his surfboard, and he [7] .... (teach) me how to surf! [8] .... (we/have) a great time? Yes, we are!

......./8

5 Completa con i verbi dati nella forma corretta.

get off • drive • get into • miss • ride • take

1 Liam .... his bike to school every day.
2 There was too much traffic on the way to the airport, so we .... our flight.
3 I .... a train and a bus to school.
4 Daisy .... the bus on Main Street and walks the rest of the way.
5 My uncle .... a city bus. It's his job.
6 .... the car! We're leaving!

......./6

6 Scegli l'alternativa corretta.

1 Let's take the ferry **under** / **across** the river.
2 We're walking **along** / **towards** the library, but we can't see you.
3 I can see you **through** / **across** the window.
4 We walked **past** / **around** the carpark for 30 minutes before we found our car.

......./4

7 Completa con le preposizioni date. Attenzione, ce ne sono due che non servono.

in • on • across • at • through • past

1 Last week we were on holiday .... London.
2 We drove .... the turn.
3 People like taking pictures .... the bridge.
4 I'm waiting for you .... the station.

......./4

Communication

8 Segui le tracce per scrivere il dialogo.

A Chiede a B come arrivare in stazione.
B Risponde di andare dritto e di prendere la prima a sinistra per Grafton Street.
A Ringrazia e chiede quanto è lontano.
B Risponde che non è lontano.
A Chiede quanto tempo ci vuole.
B Risponde che è a circa 1 minuto a piedi.

A [1] ....
B [2] ....
A [3] ....
B [4] ....
A [5] ....
B [6] ....

......./12

Total ...../50

Unit 7
UNIT TEST

Name .... Class ....

FILA B

Vocabulary

1 Completa con i negozi e i luoghi in città. La prima lettera è data.

1 Do you like my new trainers? I got them at the new **s**........................ **s**........................ in town.
2 Let's order something from the **t**........................ . I don't want to cook.
3 Why don't we get a quick coffee in the **c**........................ near the school?
4 Tim always meets his friends at the same bench in the **p**........................ .
5 Can you go to the **s**........................ ? We need eggs, milk and bread.

......./5

2 Scrivi il mezzo di trasporto corrispondente alla definizione.

1 A small vehicle for travelling on water. ....
2 A large motor vehicle for transporting items. ....
3 A flying vehicle that transports people long distances. ....
4 You pay the driver of this car to take you places. ....
5 A railway system below the streets. ....

......./5

Grammar

3 Completa con *should*/*shouldn't*.

1 You don't look well. You .... go to the doctor.
2 Kelly is diabetic. She .... eat too much sugar.
3 Lara and Max .... talk in class all the time.
4 .... I take an umbrella? It looks like rain.
5 What .... we get Mum for her birthday?
6 It's late. You .... go to bed.

......./6

4 Completa con i verbi tra parentesi e *be going to*.

What [1] .... (I/do) this weekend?
I [2] .... (go) camping with my friend Lucy at the lake. Lucy's a scout, so she [3] .... (bring) her camping things. Her parents [4] .... (come) with us, but they [5] .... (not sleep) in a tent. They've got a camper. We [6] .... (go fishing) on the lake and then [7] .... (cook) our food over the fire. Before bed, we [8] .... (tell) scary stories.

......./8

5 Completa con i verbi dati nella forma corretta.

ride • go by • catch • miss • get on • get out of

1 Hera .... the last train and got home at midnight.
2 When the doors opened, we .... the bus.
3 Dad loves .... his motorbike.
4 We .... the train and were late for the show.
5 Omar paid the driver and .... the taxi.
6 Fiona and I .... ferry to the island.

......./6

6 Scegli l'alternativa corretta.

1 I found the key **under** / **around** my bed.
2 Go **towards** / **through** the post office, then turn left.
3 I saw you walking **over** / **across** the street.
4 I love riding my bike **down** / **up** a hill. I go really fast!

......./4

7 Completa con le preposizioni date. Attenzione, ce ne sono due che non servono.

in • through • on • at • across • over

1 My uncle lives .... the USA.
2 My wallet is .... the table.
3 Oscar is meeting us .... the station.
4 There's a bridge .... the motorway.

......./4

Communication

8 Segui le tracce per scrivere il dialogo.

A Chiede a B se può indicargli la strada per il museo.
B Risponde di superare la biblioteca e di girare a sinistra alla rotonda.
A Chiede quanto è lontano.
B Risponde che non è lontano.
A Chiede quanto tempo ci vuole.
B Risponde che ci vogliono circa 5 minuti.

A [1] ....
B [2] ....
A [3] ....
B [4] ....
A [5] ....
B [6] ....

......./12

Total ...../50

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

Unit 8
UNIT TEST

Name .... Class ....

FILA A

Vocabulary

1 Completa con i capi di abbigliamento dati.

socks • dress • jumper • boots • hoodie

1 Oscar is casual today. He's wearing a .... and baggy shorts.
2 Grandma gives me a warm patterned .... for Christmas every year.
3 Lucy bought a pair of long .... at the shoe shop for winter.
4 I always wear black .... with black shoes.
5 Do you like my wedding .... ?

……./5

2 Completa con gli accessori adatti. La prima lettera è data.

1 What's the time? I haven't got my **w**.............. .
2 My **f**.............. **t**.............. counts every step I take.
3 It's 30 degrees, not a cloud in the sky. Where are my **s**.............. ?
4 Leah needs a **b**.............. . Her trousers are too big!
5 These **g**.............. keep my hands warm.

……./5

Grammar

3 Completa le frasi usando *too*/*(not) enough* e un aggettivo dato.

interesting • strong • confusing • short • old • busy • warm

1 Mike doesn't play basketball. He's ....
2 Jane is finally .... to drive a car.
3 Craig never comes out with us. He's always ....
4 'Do you need a coat?'
'No, thanks. I'm ....'
5 I'm not going to finish this book. It's ....
6 I'm .... to move this wardrobe on my own.
7 I can't understand this text. It's ....

……./7

4 Scrivi le forme comparative (C) e superlative (S) dei seguenti aggettivi.

	C	S
1 bad	....	....
2 big	....	....
3 small	....	....
4 funny	....	....
5 interesting	....	....

……./10

5 Riscrivi le frasi usando le parole tra parentesi.

1 The cinema is farther than the market. (not)
The market ....
2 Golf is less exciting than football. (more)
Football ....
3 The blue shoes aren't as cheap as the black shoes. (a lot)
The black shoes ....
4 Taylor and Christy are friends. Taylor isn't very funny. (much)
Christy is ....
5 Kim isn't as sporty as Carly. (less)
Kim is ....

……./5

6 Indica (✓) la frase corretta. Poi riscrivi correttamente quelle errate.

1 ☐ The Harry Potter films are gooder than the books.
2 ☐ Cara's house is a bigger house on our street.
3 ☐ The lion is the more dangerous animal in the savanna.
4 ☐ The blue car is sportier than the green one.
5 ☐ Is Science your more difficult subject?
6 ☐ Marta has trendier clothes in the class.

……./6

7 Completa con i comparativi o i superlativi delle parole tra parentesi.

1 It's .... (high) building in the city. It's higher than the cathedral.
2 Tom's .... (good) student I know. He's brilliant.
3 My room is .... (messy) yours. Yours is perfect.
4 Mr Smith isn't great. He's our .... (interesting) teacher.
5 Staying at home is .... (exciting) travelling.
6 Chiara Ferragni is .... (famous) Italian influencer at the moment.

……./6

Communication

8 Completa il dialogo.

A I like these trousers. Can [1] .... ?
B Sure! The [2] .... over there.
A [3] .... think?
B [4] .... you.
A I'll [5] ....
B [6] .... £25.00.

……./6

Total ……/50

Unit 8
UNIT TEST

Name .... Class ....

FILA B

Vocabulary

1 Completa con i capi di abbigliamento dati.

top • leggings • coat • trainers • sandals

1 I can run really fast with these new ....
2 Kim usually wears black .... and a t-shirt at the weekends.
3 I love my new summer ...., but they hurt my feet!
4 That .... looks great with those trousers!
5 It's cold today. Wear a ....

......./5

2 Completa con gli accessori adatti. La prima lettera è data.

1 Her diamond **r**.......... costs more than £2.000!
2 Meg's **s**.......... keeps her neck warm when it's windy.
3 Jake's clothes for football are in his sports **b**.......... .
4 Ryan always wears a **c**.......... outside. It protects his head from the sun.
5 I love listening to music. My **e**.......... are my favourite accessory.

......./5

Grammar

3 Completa le frasi usando *too*/*(not) enough* e un aggettivo dato.

loud • expensive • hot • fast • tight • long • rich

1 My hair is .... I really need to go to the hairdresser's.
2 Mary didn't win the race, she wasn't ....
3 I can't hear the music. It's ....
4 They've got a small flat. They're .... to buy a bigger house.
5 Can you open the window? It's .... in here.
6 His belt wasn't ...., so his trousers fell down.
7 I didn't buy the designer bag. It was ....

......./7

4 Scrivi le forme comparative (C) e superlative (S) dei seguenti aggettivi.

	C	S
1 hot	....	....
2 original	....	....
3 trendy	....	....
4 cheap	....	....
5 good	....	....

......./10

5 Riscrivi le frasi usando le parole tra parentesi.

1 Ryan and Liam are 1.6 m tall. (as)
Ryan ....
2 My black coat isn't very casual. (less)
It's .... my hoodie.
3 Our old teacher wasn't very nice. (much)
The new teacher is ....
4 Harry isn't as intelligent as Ben. (more)
Ben ....
5 My brother isn't as heavy as me. (a bit)
I'm ....

......./5

6 Indica (✓) la frase corretta. Poi riscrivi correttamente quelle errate.

1 ☐ My sister thinks she's most intelligent than me.
2 ☐ A rock is heaviest than a leaf.
3 ☐ Kate's laptop is her most important possession.
4 ☐ Is volleyball your less favourite sport?
5 ☐ This new chair is most comfortable than the old one.
6 ☐ Carla is the more stylish girl I know.

......./6

7 Completa con i comparativi o i superlativi delle parole tra parentesi.

1 Fried octopus is .... (unusual) dish on the menu.
2 Our team is .... (good) your team. We always win!
3 Sitting is .... (tiring) standing.
4 Fish is usually .... (expensive) pizza.
5 Will is tall. He's .... (tall) student in the class.
6 Bologna is .... (populated) Rome.

......./6

Communication

8 Completa il dialogo.

A Can 1 .... ?
B I'm 2 .... a new hoodie.
3 .... one in any other colours?
A 4 .... in blue and black.
B 5 .... the blue one on?
A Of course, 6 .... there.

......./6

Total ...../50

Units 1-2
CUMULATIVE TEST

Name ....   Class ....

Goals A2

Vocabulary

1 Completa con una parola adatta. La prima lettera è data.

1 We're from **P**.......................... . We're Polish.
2 This lasagna is great. Your dad can **c**.......................... really well!
3 Mel's **S**.......................... . She's from Switzerland.
4 Can you **p**.......................... **c**.......................... ? It's a difficult game.
5 Lea's a ballerina. She can **d**.......................... .
6 I'm from the UK. I'm **B**.......................... .
7 This pasta is delicious! Can you **m**.......................... **p**.......................... too?
8 He's from **W**.......................... . He's Welsh.
9 Amy can **d**.......................... people really well.
10 They're from Morocco. They're **M**.......................... .

......./10

2 Completa con le parole date. Ci sono tre parole che non servono.

grandad • uncle • dad • cousin • niece • aunt • skateboard • headphones • rabbit • grandma • dog • parents • mum

This is a picture of my family. I'm in the middle between my ^{1}.......................... .
My ^{2}.......................... , Sarah, is on my left and my ^{3}.......................... , David, is on my right.
His brother, Ted, is next to him.
He's my favourite ^{4}.......................... .
He and my ^{5}.......................... , Susan, have one son, my ^{6}.......................... , Michael.
He's on his ^{7}.......................... . It's his favorite possession.
In front of Michael, is my ^{8}.......................... , Agnes. She's 80 years old, today! My ^{9}.......................... , Albert, is next to her. In the front of the photo, is my pet ^{10}.......................... , Scout. He's my best friend.

......./10

Grammar

3 Completa con la forma corretta del verbo *be* seguendo le indicazioni. Usa la forma contratta e le risposte brevi quando possibile.

1 We .... in year 8. (✗)
We .... in year 9. (✓)
2 It .... four o'clock. (✓)
It .... five o'clock. (✗)
3 '.......................... your room big?'
'No. It .... small.' (✓)
4 '.......................... you in Mr. White's class?'
'Yes, I ....'
5 My parents .... Irish. (✗)
They .... Scottish. (✓)
6 '.......................... your brother 12?'
'No, he ....'
7 I .... in Maths class. (✗)
I .... in English class. (✓)
8 'Where .... Kate and Marc from?'
'They .... from Mexico.' (✓)
9 '.......................... it your birthday today?'
'Yes, it ....'
10 '.......................... Imagine Dragons your favourite band?'
'Yes, they ....'

......./10

4 Completa con le parole date. Ci sono due parole che non servono.

quite • can (x 2) • really • at • all • can't • hopeless • bad • great • the • play

1 '^{1}.......................... you cook?' 'No, I ^{2}.......................... .'
2 Mum's got a terrible voice, she can't sing at ^{3}.......................... .
3 Marvin ^{4}.......................... draw really well. He's great ^{5}.......................... art.
4 Mia can ^{6}.......................... the guitar, but she can't play ^{7}.......................... piano.
5 My brother's pretty ^{8}.......................... at sport. He isn't on any teams.
6 Dad's ^{9}.......................... at playing chess. It's too complicated for him.
7 I can sing ^{10}.......................... well, but my best friend can sing really well.

......./10

5 Correggi gli errori.

I ^{1}**'s got** .... two brothers. My big brother, Asher is 25. He ^{2}**'ve got** .... his own house. ^{3}**The** .... Asher's house isn't very big, but he ^{4}**haves** .... a lot of pets. I haven't got ^{5}**some** .... pets because my dad is allergic.
Asher ^{6}**'s** .... a cat, two dogs and two hamsters. The cat ^{7}**is** .... name's Luna. She ^{8}**have** .... black and white she's really sweet. The ^{9}**hamster's** .... names are Duncan and Daisy. They aren't very friendly. ^{10}**You've got** .... pets?

......./10

Units 1-2
CUMULATIVE TEST

Goals A2

Name .... Class ....

6 Completa le frasi con *Whose…?* e i pronomi possessivi corretti.

1 This is my dog and that cat is .... too.
2 '............ is this laptop?' 'It's Ben's.'
3 'Are these Harry's rollerblades?' 'Yes, they're ....'
4 Mia and Josh have got bikes like those. They're ....
5 'Are those Olivia's headphones?' 'No, ... are red.'
6 This house is .... (me and my family).
7 'Is this .... , Lila?' 'Yes! Thanks.'
8 Archie's got a bike like that. I'm sure it's ....
9 '............ are these trainers?' 'Leo's maybe.'
10 We haven't got a dog. This dog isn't ....

……./10

7 Scrivi frasi sulla camera di Oscar seguendo le indicazioni, con la forma corretta di *there is* o *there are*. Usa *some* o *any* quando necessario.

In Oscar's room…

1 a bed ✓ ....
2 a wardrobe ✗ ....
3 cushions ✓ ....
4 two lamps ✓ ....
5 posters on the walls ✗ ....
6 a games console ✗ ....
7 a big desk ✓ ....
8 two windows ✓ ....
9 trainers under the bed ✓ ....
10 shelves for his books ✗ ....

……./10

8 Scegli l'alternativa corretta A, B o C.

1 How old ...... Nadia?
A be B is C am
2 Sam and Andy ...... very good at dancing.
A is not B isn't C aren't
3 My parents are from ...... UK.
A an B the C –
4 Have you got ...... mirror in your room?
A a B the C –
5 Today's lesson is ...... hour long.
A a B – C an
6 She ...... message you now. She's at school.
A can B can't C cans
7 I can take two ...... to the centre.
A buses B bus C busses
8 There are a lot of ...... in the park today.
A childs B childrens C children
9 Sam's my cousin. Our ...... have got a holiday house together.
A family's B families C familys
10 'Are these your books?' 'Ask Max and Zina. Maybe they're ....'
A ours B theirs C yours

……./10

Communication

9 Abbina le frasi (1-8) alle risposte (a-h).

1 ...... Hi, I'm Katia.
2 ...... How old are you?
3 ...... So, where are you from?
4 ...... What year are you in?
5 ...... How do you spell that?
6 ...... What's your school?
7 ...... What's it like?
8 ...... I can give you my number.

a London.
b I'm in year 10.
c Nice to meet you.
d Thanks.
e A-N-N-A.
f I'm 15.
g Greenfield Secondary.
h It's alright.

……./8

10 Segui le tracce per completare il dialogo.

A [Chiede com'è la sua camera]
1 .... ?
B It's nice but it isn't very tidy.
A [Chiede cos'ha nella sua camera]
2 .... ?
B A bed, a chest of drawers, lots of clothes …
A [Chiede se ha spazio per tutto questo]
3 .... ?
B Yes, I've got lots of shelves and boxes.
A [Chiede se c'è la TV in camera]
4 .... ?
B No, there isn't. So, is your room big?
A No. [Dice che è piuttosto piccola e che non ha molte cose nella sua camera]
5 ....
B What colour is it?
A [Dice che è bianca e rossa] 6 .... My favourite colours!

……./12

Total ……/100

Units 1-4
CUMULATIVE TEST

Goals A2

Name .... Class ....

Vocabulary

1 Trova l'intruso.

1 **A** Ireland
B Spain
C Poland
D the USA

2 **A** listen to music
B read a book
C go cycling
D write a blog

3 **A** have lunch
B build robots
C go to bed
D go to school

4 **A** coding
B football
C tennis
D volleyball

5 **A** husband
B wife
C uncle
D son

6 **A** a rest
B a snack
C the bus
D a shower

7 **A** Art and Design
B Physical Education
C Computer Science
D Design and Technology

8 **A** bedroom
B classroom
C Science lab
D gym

......./8

2 Completa le espressioni (a-j) con le parole date. Poi usa le espressioni per completare le frasi (1-10). Cambia la forma dei verbi se necessario.

free • play • get (x2) • team • skate • sports • water • scuba • fitness

a .... time
b .... ready
c .... the guitar
d ....board
e ....mates
f .... tracker
g .... diving
h .... home
i .... sports
j .... clubs

1 Marla .... in a band. She's quite good!
2 My .... are really cool! I enjoy spending time with them.
3 Harper's got a new .... She's taking it to the park this afternoon.
4 .... ! We're leaving in five minutes!
5 I often draw in my ....
6 I love sport. I go to three different ....
7 Annie uses her .... every day. She's training to run a marathon.
8 Neville sometimes goes .... in the reef near his house.
9 We live near the sea. We do various different .... in summer.
10 Dad never .... before 7.30.

......./10

Grammar

3 Completa con la forma corretta del verbo mancante.

1 My dad .... tennis with his friends.
2 We often .... for a walk after dinner.
3 Cristina .... gymnastics and martial arts.
4 Susan .... to music every evening.
5 Michael .... interested in science and politics.
6 I usually .... lunch in the canteen at school.
7 Amelie .... her homework in the afternoon.
8 Chloe and Laila .... to bed very late!
9 When I'm stressed, I .... the piano.
10 Harry rarely .... a bath. He prefers showers.

......./10

4 Riordina e riscrivi le frasi al Present simple.

1 go / sometimes / to the cinema / on Saturdays / we / .
....
....

2 study / rarely / for exams / James / .
....
....

3 party / not can / come / party / to / your / Helen / .
....
....

4 any / your / be / students / British / there / school / at / ?
....
....

5 dance classes / go to / once a week / I / .
....
....

6 when / hang out / you and your friends / ?
....
....

7 Alice / rap music / not like / .
....
....

8 happy / my sister / always / be / .
....
....

......./16

Units 1-4
CUMULATIVE TEST

Name .... Class ....

5 Completa le frasi con la forma corretta dei verbi tra parentesi e dei verbi dati.

cook • hang out • go • take • read • make

1 Celeste .... (not mind) for a walk with her family on Sundays.
2 Ruby .... (enjoy) photos of beautiful cities.
3 I don't take photos, but I .... (love) videos.
4 Issac .... (enjoy) with his little brother.
5 Do you .... (like) dinner?
6 Max's parents .... (hate) news articles online.

......./6

6 Completa le frasi con la preposizione di tempo corretta.

1 Remember to brush your teeth .... you go to bed.
2 We celebrate Halloween .... the 31st of October.
3 Mr Black only gives homework .... the weekend.
4 Let's meet for an ice cream .... school.
5 Brian gets up early .... weekdays.
6 Canada is very cold .... winter.
7 Dad goes for a run .... the morning.
8 The new film is coming out .... 2023.

......./8

7 Completa il testo con il Present simple o continuous dei verbi tra parentesi.

Hi Lara! 1 .... (have) a good holiday? I am!
I 2 .... (write) to you from my cousin's apartment in Barcelona. I 3 .... (relax) at the moment because my cousin 4 .... (sleep). She 5 .... (have got) a beautiful apartment! She 6 .... (live) with two other girls, but they 7 .... (not be) here this weekend. They 8 .... (travel) a lot and 9 .... (not spend) a lot of time at home. This evening we 10 .... (go) to a Tapas party! My cousin and her friends 11 .... (celebrate) the end of their exams! 12 .... (you/like) Tapas? I do!

......./12

8 Completa il dialogo con la forma corretta del Present simple o del Present continuous dei verbi tra parentesi e le risposte brevi.

A Hi Ava. What 1 .... (you/do)?
B I 2 .... (look) at photos on my phone.
A 3 .... (you/take) a lot of photos?
B Yes, 4 .... I 5 .... (love/take) photos.
A What 6 .... (you/usually/ photograph)?
B It depends. I 7 .... (have) a lot of photos of my friends and family. 8 .... (you/like/take) photos?
A No, 9 .... I prefer 10 .... (make) videos.

......./10

Communication

9 Scegli l'alternativa corretta.

1 'I love Ed Sheeran's music.' '**Really? I don't** / **Neither, do I**.'
2 'I often read before bed.' '**Alright** / **So, do I**.'
3 'What's your room like?' '**It's cosy** / **I think so**.'
4 'I don't like sushi.' '**Me neither** / **Me too**.'
5 Nice to **see** / **meet** you, Eoin. I'm Kate.
6 'I don't mind D&T.' '**So, do I** / **Neither, do I**.'

......./6

10 Completa il dialogo con i suggerimenti tra parentesi.

A I'm going to the cinema later. [Ask] 1 .... to come?
B [Decline] 2 .... – I'm busy later. [Suggest] 3 .... meeting tomorrow?
A [Decline] 4 .... I'm studying for our Maths test tomorrow.
B Ugh. I hate Maths!
A [Agree] 5 ....
B [Suggest] 6 .... study together?
A [Accept] 7 .... See you tomorrow!

......./14

Total ...../100

Units 1-6
CUMULATIVE TEST

Name .... Class ....

Vocabulary

1 Scegli l'alternativa corretta.

1 My aunt's name is Dee. I'm her **niece** / **daughter**.
2 Grandma goes **to the cinema** / **for a walk** every morning.
3 Sara's from Zurich. She's **Switzerland** / **Swiss**.
4 After breakfast, I always **brush my teeth** / **get to school**.
5 David loves seafood. His favourite is **octopus** / **courgette** soup!
6 Lily's a vegetarian. She doesn't eat **beef** / **beans**.
7 Ed takes his **dog** / **goldfish** for a walk every evening.
8 Bea loves research. She wants to be a **director** / **scientist**.
9 Ben started a company. He's an **inventor** / **entrepreneur**.
10 I'm reading a book by my favourite **writer** / **artist**.

……./10

2 Completa con la forma corretta delle parole date. Ci sono due parole che non servono.

cup • **fizzy drinks** • **bowl** • **go running** • **get a job** • **play basketball** • **biscuits** • **Physical Education** • **glasses** • **do sport** • **graduate** • **apples**

I'm a [1] .... teacher. I [2] .... from university last year and was lucky to [3] .... almost immediately. I'm very athletic. I [4] .... four times a week. I [5] .... with my team on Mondays and Fridays and [6] .... alone on Tuesdays and Thursdays. I have a very healthy diet. I don't drink any [7] .... or eat any [8] .... I have one [9] .... of coffee a day and I drink eight [10] .... of water.

……./10

Grammar

3 Completa con i verbi tra parentesi al Present simple o al Present continuous.

1 My grandad .... (read) the newspaper every morning.
2 I .... (tidy) my room. Let's talk this evening.
3 Sofia .... (do) her homework now.
4 Chloe often .... (listen) to music while she studies.
5 Your brothers .... (have) a snack, do you want one?
6 Who .... (be) your favourite actor?
7 My sister and I .... (not like) pop music.
8 I .... (not understand) Mr Black's lessons.
9 Jay can't answer the phone, he .... (make) dinner.
10 How many messages .... (you/send) in a day?

……./10

4 Completa con i verbi dati al Past simple.

not say • **be** • **break** • **order** • **go** • **invite** • **leave** • **not behave** • **play** • **not be**

When Mum and Dad [1] .... away for the weekend, they [2] .... my brother and me at home. We [3] .... our friends over to watch TV and then we [4] .... pizza. Unfortunately, our friends [5] .... very well. They [6] .... a chair, and they [7] .... loud music. We [8] .... very lucky. The neighbours [9] .... angry. They [10] .... anything to our parents!

……./10

5 Rispondi con risposte brevi usando i suggerimenti.

1 Do you enjoy watching old films? (✓)

....

2 Are they studying for the exam? (✗)

....

3 Has Kevin got a goldfish? (✓)

....

4 Can Pheobe ski? (✓)

....

5 Did you go to the talent show? (✗)

....

6 Does Miss Lee like giving tests? (✓)

....

7 Is Nick at home? (✗)

....

8 Did we buy the tickets? (✓)

....

9 Are you going to the party? (✗)

....

10 Is there a mirror in your bedroom? (✓)

....

……./10

Units 1-6
CUMULATIVE TEST

Goals A2

Name .... Class ....

6 Scegli l'alternativa corretta A, B o C.

1 Cardiff is .... capital of Wales.
A a **B** – **C** the
2 Maya isn't into sports, but she doesn't mind ....
A to swim **B** swimming **C** swim
3 Paul usually has breakfast .... 7.15.
A on **B** at **C** to
4 My birthday's .... Tuesday.
A on **B** at **C** to
5 Let's get an ice cream .... dinner.
A before **B** to **C** after
6 How .... money does it cost?
A many **B** much **C** any
7 There are .... flowers in the garden.
A a few **B** any **C** a little
8 What .... here? Why is the kitchen a mess?
A happens **B** happened **C** did happen
9 How many people .... to the beach last weekend?
A did go **B** did went **C** went
10 Where .... to school last year?
A you go **B** did you go **C** you went

......./10

7 Segna le tre frasi corrette (✓). Poi riscrivi quelle errate correggendole.

1 ☐ I love doing a bath in the evenings.
....
2 ☐ There weren't much people at the cinema.
....
3 ☐ There's a few milk in the fridge.
....
4 ☐ I not go to school on Saturdays.
....
5 ☐ I'm bored. There's too much to do in my town.
....
6 ☐ Chris usually goes to bed early.
....
7 ☐ Liam growed up near London.
....
8 ☐ Is there some tea?
....
9 ☐ My parents met 20 years ago.
....
10 ☐ I thinked your birthday was last week.
....
11 ☐ We haven't got some biscuits.
....
12 ☐ My dog is always happy.
....

......./12

8 Scegli l'alternativa corretta.

Mum How ^{1}**many** / **much** people are coming to the party?
James Just ^{2}**a few** / **a little** of my friends from school.
Mum Have we got ^{3}**any** / **some** drinks?
James There's ^{4}**many** / **some** juice, but we haven't got ^{5}**some** / **any** cola. And there isn't ^{6}**much** / **many** food.
Mum Ok. I can get ^{7}**much** / **some** sandwiches and ^{8}**a few** / **a little** fruit. But I'm not getting ^{9}**too much** / **some** junk food!
James Mum! It's a party! We need ^{10}**much** / **a lot of** junk food!

......./10

Communication

9 Completa le frasi (1-6) con le espressioni date. Poi scegli per ogni frase una risposta appropriata dalla lista A e una controrisposta dalla lista B.

where • are you • like watching • how was • are you ready • shall we

		A	B
1	I don't .... music videos.	....	....
2	.... go to the cinema?	....	....
3	.... to order?	....	....
4	.... my new neighbour?	....	....
5	.... did you go?	....	....
6	.... your Saturday?	....	....

A
A I'll have the tuna salad, please.
B Well, first we went to Linda's house, then we had a problem.
C Neither do I. I prefer watching films.
D Yes, I'm Rachel.
E I'm not sure. How about going shopping?
F Not bad, I went to the park with some friends.

B
a Did you have a good time?
b Great, I'd love to.
c Nice to meet you, Rachel.
d Anything to drink?
e Me too.
f What happened?

......./18

Total ...../100

Units 1-8
CUMULATIVE TEST

Name .... Class ....

Vocabulary

1 Completa con una parola o un'espressione adatta. La prima lettera è data.

1 A Who taught you to **r**...................................... a **b**......................................?
B My dad. He loves cycling.
2 Cara loves **f**...................................... **l**...................................... . She wants to be an interpreter.
3 Aunt Livia is my mum's older **s**...................................... .
4 Would you like another **c**...................................... of coffee?
5 Let's **m**...................................... **t**...................................... Paris! I don't like living here.
6 'You look great!' 'Thanks, I went to the **h**...................................... yesterday!'
7 We're taking the **f**...................................... to Sardinia.
8 Don't forget your **c**...................................... . It's freezing outside!
9 Oh no! I lost my diamond **e**...................................... !
10 Let's meet in the town **s**...................................... at 6.00.

……./10

2 Abbina le parole (a-j) alle definizioni (1-10).

a bottle
b newsagent's
c library
d get dressed
e a slice
f get married
g have lunch
h hoodie
i fitness tracker
j museum

1 .... Where you see things of scientific or historical interest.
2 .... A cotton jacket or jumper with a head cover.
3 .... You can take books home temporarily from this place.
4 .... What you call a portion of pizza or cake.
5 .... Put on clothes.
6 .... It counts how many steps you take.
7 .... Become a husband or wife.
8 .... Eat a meal at midday.
9 .... A container for liquids.
10 .... A shop that sells magazines and food.

……./10

Grammar

3 Completa con i verbi tra parentesi al Present simple, Past simple o Present continuous.

1 'What .... (you/do)?'
'I .... (read) a book.
I .... (buy) it at the new bookshop.'
2 '...................................... (you/go) to the party on Friday?' 'No, I cant. I .... (always/visit) my cousins at the weekends.'
3 Jessie .... (do) an Art campus this summer. She .... (be) really into art. She .... (often/draw) in the evenings.
4 'Who .... (go) on the school trip yesterday?' 'I don't know. I .... (stay) at home to study!'

……./10

4 Completa con le parole date.

much • any (x2) • how many • a few • some • a little • how much • many • a lot

1 I only like .... video games. A lot of them are stupid.
2 Sally's got .... chocolate in her bag.
3 .... money have you got?
4 Do you want .... mayonnaise on it?
5 We didn't spend .... time on this project. An hour, maybe.
6 I don't like .... of salt on my food.
7 Are there .... eggs in the fridge?
8 There aren't .... people at this party.
9 .... students are in your class?
10 I take .... sugar in my coffee. Half a packet.

……./10

5 Completa con la forma corretta di *should/shouldn't* e i verbi tra parentesi.

1 We're going out for a pizza. .... (you/come) with us.
2 Beth's wedding is next weekend. What .... (I/wear)?
3 Jake isn't here. .... (I/call) him?
4 The sun is very strong today. .... (you/stay) on the beach for too long.
5 Lucy often gets headaches. .... (she/see) a doctor.
6 You've got a test tomorrow. .... (you/go out) with your friends tonight.
7 There isn't any food in the house. .... (we/get) a takeaway.
8 Mark has diabetes. .... (he/eat) too much sugar.

……./8

Units 1-8
CUMULATIVE TEST

Name .... Class ....

6 Completa con la forma corretta di *going to*, *too*, *(not) enough* e le parole tra parentesi.

1 .... (they/stay in) tonight. They are .... (tired) to go out.
2 .... (we/celebrate) Ben's birthday at a restaurant. Our house is .... (big) to have a party.
3 When Lilly is .... (old) to drive, ... (she/buy) a car.
4 .... (I/train) really hard this week. I am still .... (prepared) to run the mini-marathon.
5 .... (Freya/look) for a new house. She lives .... (far) away from her office.

......./10

7 Scegli l'alternativa corretta.

1 My favourite holiday was **in** / **at** Hawaii.
2 The café is **through** / **between** the post office and the supermarket.
3 There's a lot of traffic **on** / **around** the bridge.
4 We're going to be late. Get **into** / **on** the car!
5 Mark ran **past** / **over** me and didn't say hello!
6 Let's take a walk **across** / **along** the river.
7 Jade **missed** / **took** her flight tonight. She's arriving tomorrow.
8 When you get **out of** / **off** the bus, take a right.
9 Zoe skateboards **at** / **to** school every day.
10 My cat likes sleeping **over** / **under** my bed.

......./10

8 Completa con il comparativo o il superlativo degli aggettivi tra parentesi.

1 He's one of .... (talented) writers in the world.
2 Laura is .... (tall) Jordan.
3 This pizzeria has .... (good) pizza in Italy.
4 You ordered .... (spicy) dish in the restaurant.
5 Cola costs £2.00 and water costs £2.00. Water is .... (expensive) cola!
6 Greg is .... (old) student in the class.
7 The football match was amazing. It was much .... (exciting) I expected.
8 I bought my phone after you bought yours. Your phone is .... (new) mine.
9 Our team is .... (good) than it was last year!
10 My dog Rufus is .... (happy) dog there is!
11 Mr Brown isn't very popular. In fact, he's .... (popular) teacher at school.
12 My boots are trendy, but they are .... (trendy) your jacket!

......./12

Communication

9 Scegli l'alternativa corretta.

1 'What's your room like?' '**It's untidy** / **It's quite far**.'
2 'I can't stand the smell of fish.' '**So, do I** / **Me neither**.'
3 What did you get up to? '**Well, first of all…** / **Not bad**.'
4 Can you tell me the **way** / **road** to the bank?
5 'Did you have a good time?' '**It was great** / **Finally**.'
6 'What size are you?' '**I'm just looking** / **A small**.'
7 'Let's go shopping!' '**Nothing much** / **Sorry, I can't**.'
8 'How was your weekend?' '**Later, I met my friends** / **Not bad**.'
9 'I'll have the Thai chicken.' '**Anything else?** / **Here's your change**.'
10 'What do you think of this top?' '**I'll leave it** / **It suits you**.'

......./10

10 Completa il dialogo con le espressioni date. Attenzione, ce ne sono due che non servono.

it suits you • excuse me • can I try it on • can I help you • go straight • we've got this • I'm looking for • it isn't far • how do I get there • turn left • what size are you • how far is it

A [1] ...., I'm looking for the new clothes shop.
[2] .... ?
B It's about a 5 minute walk.
A [3] .... ?
B [4] ....
Then [5] .... at the traffic lights.
A Great, thanks!
Later…
C [6] .... ?
A Yes, please. [7] .... a new dress.
C [8] .... ?
A I'm a medium.
C OK, [9] .... dress in black or grey.
A [10] .... ?
C Of course.

......./10

Total ...../100

Unit 1
SKILLS TEST

Name .... Class ....

Reading

1 Leggi il testo sulla famiglia di Milo. Scegli T (vero) o F (falso) e correggi le affermazioni false.

My talented family

Hi, I'm Milo Jones. I'm 14 years old and I'm from Tenby, a town on the coast of Wales. I live with my mum and dad and my sister. My family isn't very big, but we're very competitive. It's important to us to be very good at what we do. We're interested in different stuff, and our talents are very different too.

I can do lots of things. I'm quite good at school and I can speak and write in three languages: English, Spanish and Welsh. I'm in a Chinese language class, but at the moment, I'm not very good at it. Chinese is very difficult! I'm interested in sports. I can play football, do judo, ride a bike for 10 kilometres and swim really well. I'm on the school swimming team: we're number 1 in our town.

I'm not very artistic and I'm hopeless at drawing, but my mum is a professional artist. She can draw everything. She is famous in my town for her beautiful murals[a]. She paints them on the walls of old buildings[b]. Right now she's in London at an art festival with some of her friends. One of her murals is in the festival.

My dad is a mechanic. He is really good with cars and motorbikes. His garage[c] is always very busy. He can do a lot of things (well, he can't cook, at all!), but his special talent is: he's good at listening and giving advice[d]. He's always there for me and he's great at telling funny stories and making me happy.

My sister Harlow is 18 years old. She's a born musician. She can play the guitar and the piano. She can also sing very well! Harlow and her friends from school are in a band called 'Blue Electric'. It's a rock band, and their music is really cool. They are quite popular, especially with teens. Their number one song, 'Sunshine', is even in an advertisement[e] on local TV! What can your family do?

GLOSSARIO

[a]**murals**	murales
[b]**buildings**	edifici
[c]**garage**	officina
[d]**giving advice**	dare consigli
[e]**advertisement**	spot pubblicitario

T F

1 The Jones family is interested in the same things. .... ☐ ☐
2 Milo can't speak Chinese very well. .... ☐ ☐
3 He's good at art. .... ☐ ☐
4 His swimming team isn't very good. .... ☐ ☐
5 His sister can sing and play instruments. .... ☐ ☐

......./5

SKILLS TEST

Name .... Class ....

2 **Rileggi il testo e completa le frasi (1-7) utilizzando al massimo 4 parole.**

1 Milo is from ....
2 Milo is interested in ....
3 His mum is ....
4 She's famous for her ....
5 His dad .... cooking.
6 His sister is in a ....
7 'Sunshine' is their ....

......./7

Listening

3 02 **Ascolta l'intervista a Shyla, la vincitrice di 'Talented Teen'. Poi scegli l'alternativa corretta.**

1 Shyla's from **the UK** / **India**.
2 Right now she's in **Los Angeles** / **Mumbai**.
3 In India, Shyla's in a **film** / **TV series**.
4 Shyla's her **real** / **professional** name.
5 She can speak **5** / **9** languages.
6 She's a fan of **South Korean** / **British** music.
7 She's at **an online** / **a language** school.
8 She's pretty **good** / **bad** at cooking.

......./8

Writing

4 **Scrivi un testo sulla tua persona preferita (70-100 parole).**
Scrivi di queste cose:

- who they are
- why they are your favourite person
- things they can or can't do
- things they are good and bad at.

....
....
....
....
....
....

......./20

Speaking

5 **Parla con il tuo compagno o insegnante di te stesso. Parla di queste cose:**

- where you are from
- what you're a fan of
- what you're good at
- what you can or can't do very well
- introduce your friend/teacher to another person.

......./10

Total ...../50

Reading

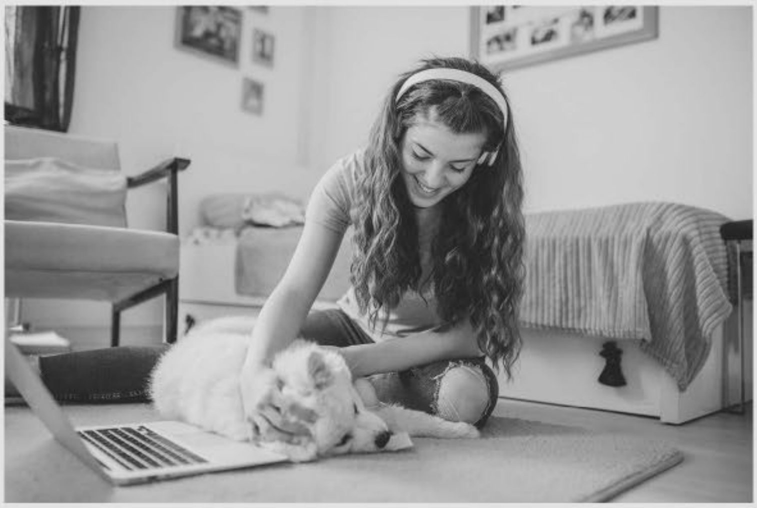
1 Leggi il testo sulle camere di Emily e Rachel. Scegli l'alternativa corretta.

Different lifestyles

Hi I'm Emily. My favourite cousin is Rachel. We're the same age, but we've got very different lifestyles. I'm from Canada's capital city, Ottawa. It's a big, modern city with lots of things to do. Our family's quite big, there's my mum, dad, brother and sister. I'm 14. My brother James is 10, and my sister Piper is 5. We've also got two cats, and a guinea pig called George. James and Piper are in the same bedroom. I'm lucky because I've got my own room. It isn't very big, but it's beautiful. The walls are light green and my bed is white. The shelves, desk and chest of drawers are all purple. There's a TV above my desk and some posters on the walls. My room is tidy, but my desk is a disaster. There are books and things all over it. There isn't space for me to do my homework! Fortunately, it's summer, and I haven't got school until September!

Rachel's from a small town near Ottawa. Rachel's family is small, she hasn't got any brothers or sisters. Their lifestyle is a bit alternative, it's 'off-grid'. That means it's far from modern technology. They've got solar panels for electricity and they produce their own food. Their house isn't very big, but they've got a big garden and lots of animals. Rachel's room is small, white and simple: it's also super tidy! There's a bed, a desk and a chair. She's hasn't got any shelves, but she's got some boxes under her bed for her books, clothes and other personal stuff. She hasn't got Internet, but she can watch DVD's and listen to music on her laptop.

Rachel isn't at a school. Her school is at home and her mum and dad are her teachers! She's quite good at school and she can speak three different languages. She's hopeless at Maths (like me), but she's a very talented artist! She paints nature and animals. She's got three dogs, two cats, four rabbits and six chickens, so she's got lots of inspiration. Whose is the cool house? Mine of course! Rachel's house is lovely, but who can live without Wi-Fi?!



1 Emily's brother and sister have got **one room** / **separate rooms**.
2 **Emily** / **Rachel** 's room is different colours.
3 George is Emily's **brother** / **pet**.
4 Rachel's lifestyle is **full of technology** / **not traditional**.
5 Rachel's personal things are on **shelves** / **in boxes** in her room.
6 Emily and Rachel **aren't very good at Maths** / **are interseted in technology**.

......./6

Unit 2
SKILLS TEST

Goals A2

Name .... Class ....

2 **Rileggi il testo e abbina l'inizio delle frasi (1-6) alla fine delle frasi (A-F).**

1 .... Emily's house
2 .... Emily's got
3 .... Emily's desk
4 .... Rachel's got
5 .... Rachel's house
6 .... Emily can't survive without

A is unusual.
B a lot of animals.
C Internet.
D is in a big city.
E is full of books.
F a big family.

......./6

Listening

3 03 **Ascolta quattro ragazzi che parlano delle loro camere. Completa le frasi (1-8) con Tom, Mia, Elliot o Iris.**

1 .... is in a room with another person.
2 ....'s cousin's name is Ezra.
3 .... loves video games.
4 ....'s favourite possession is a laptop.
5 ....'s got yellow furniture.
6 .... is very tidy.
7 ....'s got a poster above the bed.
8 ....'s cousin's got a YouTube channel.

......./8

Writing

4 **Scrivi un testo sulla tua camera da letto ideale. (70-100 parole)**
Scrivi di queste cose:

- what it's like in general
- what's in your room
- what colours things are in your room
- what's special about your room

....
....
....
....
....
....

......./20

Speaking

5 **Parla con il tuo compagno o insegnante di queste cose:**

- your family and pets
- your friends
- your possessions
- some good places in your area (e.g. the park or a cinema)
- your bedroom

......./10

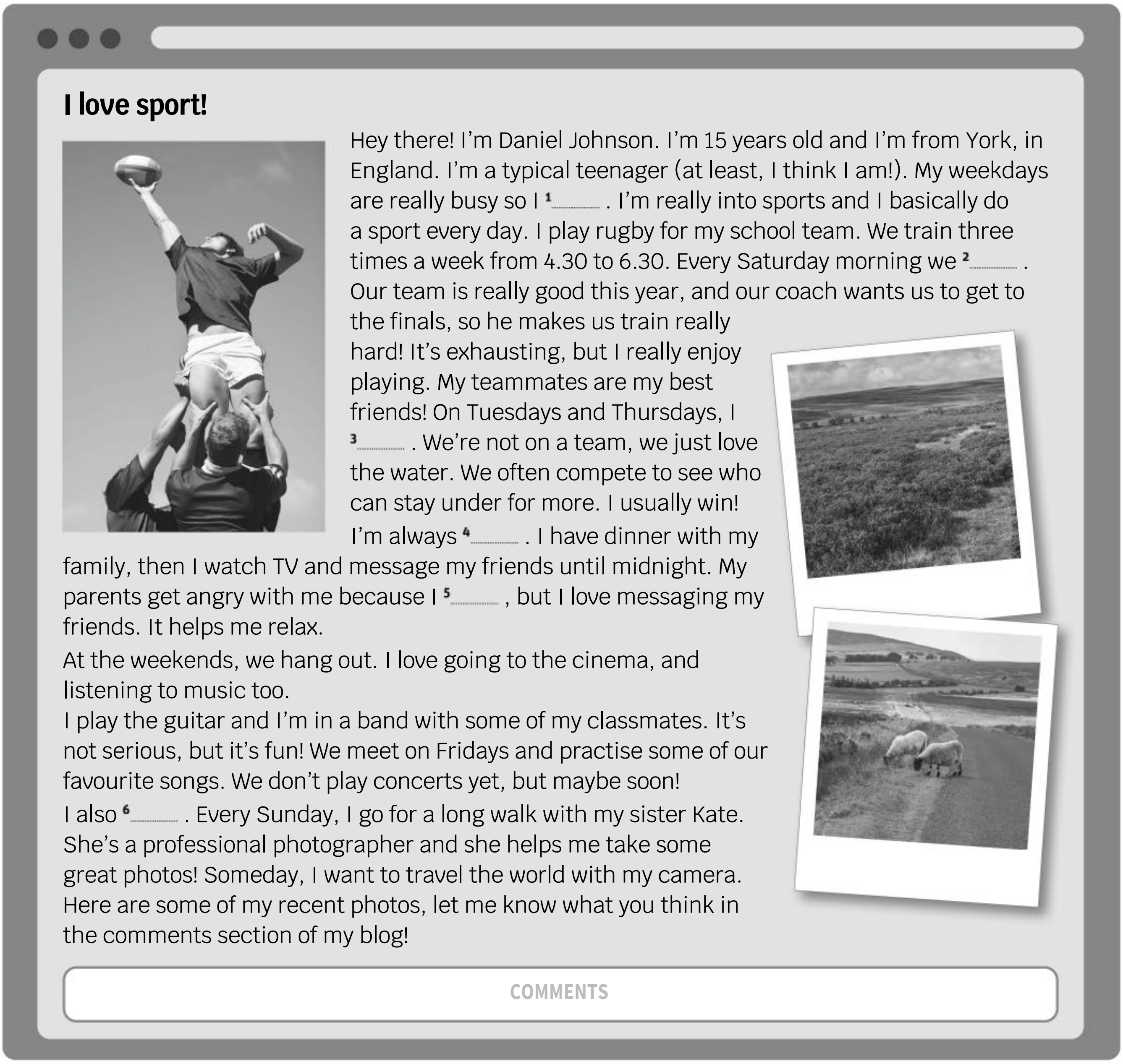
Total ...../50

Unit 3
SKILLS TEST

Name .... Class ....

Reading

1 **I** **Leggi come Daniel trascorre il suo tempo libero. Alcune frasi sono state rimosse dal testo. Scegli tra le opzioni (A-H) per completarlo correttamente. Attenzione, ci sono due opzioni che non servono.**



I love sport!

Hey there! I'm Daniel Johnson. I'm 15 years old and I'm from York, in England. I'm a typical teenager (at least, I think I am!). My weekdays are really busy so I [1] .... I'm really into sports and I basically do a sport every day. I play rugby for my school team. We train three times a week from 4.30 to 6.30. Every Saturday morning we [2] .... Our team is really good this year, and our coach wants us to get to the finals, so he makes us train really hard! It's exhausting, but I really enjoy playing. My teammates are my best friends! On Tuesdays and Thursdays, I [3] .... We're not on a team, we just love the water. We often compete to see who can stay under for more. I usually win!

I'm always [4] .... I have dinner with my family, then I watch TV and message my friends until midnight. My parents get angry with me because I [5] ...., but I love messaging my friends. It helps me relax.

At the weekends, we hang out. I love going to the cinema, and listening to music too.

I play the guitar and I'm in a band with some of my classmates. It's not serious, but it's fun! We meet on Fridays and practise some of our favourite songs. We don't play concerts yet, but maybe soon!

I also [6] .... Every Sunday, I go for a long walk with my sister Kate. She's a professional photographer and she helps me take some great photos! Someday, I want to travel the world with my camera. Here are some of my recent photos, let me know what you think in the comments section of my blog!

A tired in the evenings
B go swimming with my friend Ben
C don't do my homework
D haven't got a lot of free time
E love taking photos of nature
F have matches
G once a month
H go to sleep really late

......./6

Unit 3 SKILLS TEST

Goals A2

Name .... Class ....

2 Rileggi il testo e scegli l'alternativa corretta A, B, C o D.

1 Daniel thinks rugby is ....
A hard work **B** boring **C** easy **D** terrible

2 Daniel has free time with his friends ....
A never **B** once a month **C** at the weekends **D** every day

3 When Daniel wants to relax, he ....
A messages friends **B** takes photos **C** does sport **D** watches TV

4 Daniel ....
A is a singer **B** plays a musical instrument **C** travels often **D** is a professional photographer

......./4

Listening

3 I 04 **Ascolta Alice e Dylan che parlano dei loro weekend. Durante l'ascolto, completa le frasi (1-10) utilizzando al massimo 4 parole.**

1 Alice and Dylan are happy because ....
2 Alice has .... on Saturday mornings.
3 Alice .... the afternoon.
4 Dylan .... on Saturday mornings.
5 On Saturday afternoons, Dylan spends time ....
6 Dylan hasn't got time to ....
7 Dylan loves .... sports.
8 Alice plays tennis .... a week.
9 Alice's coach is ....
10 Alice and Dylan are meeting on ....

......./10

Writing

4 Scrivi un testo sulle cose che ti piace fare, quelle che non ti dispiace fare e quelle che odi fare nel fine settimana. (70-100 parole)

....
....
....
....
....
....
....
....
....
....

......./20

Speaking

5 Parla con il tuo compagno o insegnante di cosa fai di solito nel tuo tempo libero. Parla di queste cose:

- your weekend routine
- the sports or other activities you do
- the things you like and dislike doing
- agree and disagree with your partner or teacher's comments where possible.

......./10

Total ...../50

Unit 4
SKILLS TEST

Name .... Class ....

Reading

1 Leggi la routine quotidiana di quattro diversi studenti. Poi, completa le frasi (1-8) con A, B, C o D.

All in a day

A

Hi, I'm Melanie. My alarm wakes me up at 7.00 every day. I have a shower, get dressed and then have breakfast, my favourite meal of the day! Lessons start at 8.30 and finish at 3.30. I go to dance classes three times a week. When I get home, I do my homework and relax. After dinner I watch TV or read a book. I usually go to bed at about 9.00.

B

Hi there, I'm Josh. I get up at 9.00 or 9.30, and have breakfast with my brother and my mum. Lessons start at 10.00. I often do lessons in my pyjamas! I'm a homeschooler! My mum teaches my brother and I Maths, Science and Geography. We study the other subjects online. Our lessons finish at 1.00. We have lunch and then I have football practice. I love playing football! In the evenings, I help my parents prepare dinner, then I play video games with my friends.

C

Hi, I'm Ruby. I get up at 6.30 every morning, have a quick breakfast and run to the bus stop. I get two buses to school, so I can't be late. The first bus goes at 7.15. Lessons start at 8.30 and finish at 4.00. On Tuesdays and Wednesdays I stay at school for Art club. I get home at 6.00, have dinner and then draw until midnight.

D

Hello, I'm Thomas. I get up at 7.45 every morning and have breakfast. I live near my school so I usually walk. Lessons start at 8.30 and finish at 1.30. We haven't got a canteen at school so I always have lunch at home. After lunch I play video games and then do my homework. In the afternoon, I hang out with my friends. We often go to the park or ride our bikes around town. I don't do sports. I'm in a band with some friends from school. We practise every Friday.

1 .... does sport every day.
2 .... loves breakfast.
3 .... is into music.
4 .... has a stressful morning routine.
5 .... goes to bed early.
6 .... helps at home.
7 .... isn't into sport.
8 .... is an artist.

......./8

Unit 4 SKILLS TEST

Goals A2

Name .... Class ....

2 Rileggi il testo e rispondi alle domande.

1 What does Melanie do after dance classes?

....

....

2 Why are Josh's lessons unusual?

....

....

3 How often does Ruby's Art club meet?

....

....

4 How does Thomas get to school?

....

....

......./4

Listening

3 I 05 **Ascolta Emily, una studentessa australiana che parla della scuola online. Mentre ascolti, abbina l'inizio delle frasi (1-8) alla fine delle frasi (A-J). Attenzione, ci sono due finali che non servono.**

1 ...... Emily's classes
2 ...... Emily doesn't attend a typical school because she
3 ...... Emily has
4 ...... Some people think online classes
5 ...... Twice a week, Emily
6 ...... At the weekend, Emily
7 ...... In the evenings, Emily
8 ...... Once a month, Emily

A does yoga.
B are easier.
C is too busy.
D sometimes plays video games.
E are on the computer.
F sees her friends.
G a typical schedule.
H travels a lot.
I does dance.
J meets her online classmates.

......./8

Writing

4 Scrivi un testo sulla tua routine settimanale. Puoi aiutarti con i testi dell'esercizio 1. (70-100 parole)

....

....

....

....

....

....

....

....

......./20

Speaking

5 Parla con il tuo compagno o insegnante di come sono le tue giornate. Parla di queste cose:

- your routine during the week
- what subjects, sports or activities you are doing this year
- your plans for the weekend
- make an arrangement to do something together.

......./10

Total ...../50

Unit 5
SKILLS TEST

Goals A2

Name .... Class ....

Reading

1 Leggi il brano e abbina i piatti (1-6) alle descrizioni corrette (a-f).

Great breakfasts

Breakfast is the first and most important meal of the day. It wakes up your body and restarts your metabolism. Different cultures have different breakfasts with different breakfast specialities. Here are just a few from around the world.

In the UK, people love having a traditional British breakfast – fried bacon, eggs, sausages, tomatoes and toast – at weekends or when they eat breakfast out. On 'ordinary' days, people usually have cereal with milk, or toast and marmalade.

A common breakfast in Japan includes fermented soy beans called 'natto'. Their strong taste and smell[a] isn't for everyone, but they are very nutritious.

Many Dutch people wake up to a sweet breakfast: a slice of bread topped with some butter and chocolate sprinkles, or 'hagelslag'. Yum!

We know France is famous for its buttery breakfast croissants. However, there is another popular French breakfast tradition: the croque monsieur. It's basically a toasted sandwich with ham and cheese, but the cheese is on the outside.

Brunch is an American institution, though today people enjoy it everywhere. Brunch is a combination of two meals, breakfast and lunch. Typically, you have brunch around midday at the weekend, perhaps after a late night. A classic brunch includes eggs, bacon, sausages, fried potatoes and pancakes!

Street food in Trinidad and Tobago is legendary and a very popular option is doubles. You traditionally eat this amazing sandwich for breakfast, though vendors sell them all day. A doubles consists of two pieces of fried bread, chickpeas[b], mango, cucumber and hot pepper sauce.

In Venezuela, people often eat 'arepas', or toasted corn flour flatbread for breakfast. They can be healthy or unhealthy depending on what you eat them with. Popular fillings[c] include cheese, sausage or egg. The 'reina pepiada', or curvy Queen, is named after the first Venezuelan Miss world. You make it with chicken, avocado and a little mayonnaise.

Finally, the Spanish 'churros' are similar to a long doughnut. You fry the dough[d] in oil and cover it with lots of sugar and cinnamon. Some people dip them[e] in chocolate too!

GLOSSARIO

[a] **taste and smell**	gusto e odore
[b] **chickpeas**	ceci
[c] **fillings**	ripieni
[d] **dough**	impasto
[e] **dip them**	li immergono

1 .... natto
2 .... hagelslag
3 .... croque monsieur
4 .... doubles
5 .... arepas
6 .... churros

a fatty and sweet
b spicy and nutritious
c healthy with an unusual taste
d a specific sandwich
e buttered bread with a chocolate topping
f bread with different fillings

......./6

Unit 5
SKILLS TEST

Name .... Class ....

2 Rileggi il brano e rispondi alle domande.

1 What do British people usually have for breakfast?

....

2 What is brunch?

....

3 Who usually sells doubles?

....

4 How do you cook churros?

....

......./4

Listening

3 **I** 06 **Ascolta l'intervista a una chef che parla del suo lavoro. Poi scegli l'alternativa corretta A, B, C o D.**

1 What is special about The Fair Tree Hotel? ....
A The rooms **B** The breakfast **C** The location **D** The guests

2 The Fair Tree customers ....
A are all local **B** are happy **C** are international **D** all love breakfast

3 Ivy .... to work.
A gets the train **B** walks **C** gets two buses **D** cycles

4 When Ivy arrives at work she ....
A has breakfast **B** makes smoothies **C** gets things ready **D** makes pancakes

5 How many stations are there? ....
A 2 **B** 3 **C** 4 **D** 5

......./10

Writing

4 Scrivi a un amico e raccontagli cosa mangerai per cena. (70 parole)
Scrivi di queste cose:

- where and at what time you are eating
- what you are eating
- who is preparing your meal
- how much you like/don't like it.

....

....

....

....

....

....

......./20

Speaking

5 Parla con il tuo compagno o insegnante del tuo piatto preferito. Parla di queste cose:

- what it is
- what ingredients you need
- where you eat it
- who you eat it with
- why it's your favourite meal.

......./10

Total ...../50

Name .... Class ....

Reading

1 Leggi il brano e abbina le descrizioni (1-5) alle celebrità Gordon Ramsay (GR), Gal Gadot (GG) o Lady Gaga (LG).

Before they were famous

Celebrities are people just like us. They go to the supermarket, take their kids to school and cook their own meals. They weren't always famous chefs, actors or musicians. Their road to success wasn't always easy and they often started their careers with very different jobs.

Gordon Ramsay is a successful celebrity chef but he didn't always want to be a chef. Ramsay was born in Scotland in 1966 and moved to England when he was 5 years old. He loved playing football and was on the path to becoming[a] a professional footballer. In 1985 he injured his leg, and said goodbye to his football career. He found a new passion in cooking and got a degree in Hotel Management. He worked with many famous chefs from around the world. He opened his first restaurant in London in 1998 and now he has restaurants all around the world and continues to appear in a variety of TV shows.

Gal Gadot is an Israeli actress. She appeared in many of the *Fast & Furious* films, but she became famous for her role as Wonder Woman. Gadot was born in Israel in 1985. Her father was an engineer and her mother was a teacher. She worked as a model for a few years and then served her two obligatory years in the Israel Defense forces. After her experience in the army, she went to law school. While at law school, she discovered her interest in acting and auditioned for many films and TV shows. Her first role was for an Israeli TV series, *Bubot*. The rest is history.

Lady Gaga is a singer, songwriter, actress and producer. She was born in New York in 1986 named Stefani Joanne Angelina Germanotta. The idea for her stage name 'Lady Gaga' came from the song 'Radio Ga-Ga', by Queen. She always had a passion for music and learned to play the piano when she was four years old. She attended a prestigious school in New York where she studied music and wrote songs. She left school to look for creative inspiration, and worked as a waitress in a Greek restaurant. In 2005, Lady Gaga was signed by[b] a record company and she began her career as a pop star.

GLOSSARIO

[a] **on the path to becoming**	sulla strada per diventare
[b] **was signed by**	ha firmato un contratto con

Who...	**GR**	**GG**	**LG**
1 was interested in sports?	☐	☐	☐
2 had a different name at birth?	☐	☐	☐
3 plays a superhero?	☐	☐	☐
4 got his/her current name from a song?	☐	☐	☐
5 needed to change his/her career plans?	☐	☐	☐

......./5

Unit 6
SKILLS TEST

Name .... Class ....

Goals A2

2 **I** **Rileggi il testo e completa le frasi (1-5) utilizzando al massimo 4 parole.**

1 Gordon Ramsay wanted to be ....
2 Gal Gadot's mum was ....
3 Before serving in the military, Gal Gadot ....
4 Lady Gaga was born .... in 1986.
5 When she was a small child, Lady Gaga learned ....

......./5

Listening

3 07 **Ascolta tre persone che parlano di 'important events' nelle loro vite. Scegli T (vero) o F (falso) e correggi le affermazioni false.**

	T	F
1 Jacob got his first job when he was 16.	☐	☐
2 Jacob's first job was cleaning houses.	☐	☐
3 Jacob learned a lot of important lessons from his first job.	☐	☐
4 Lauren's university is near her family's home.	☐	☐
5 Lauren was happy to leave her family and friends.	☐	☐
6 Lauren's parents showed her around campus.	☐	☐
7 Lauren likes coffee.	☐	☐
8 Steven is from a small family.	☐	☐
9 Steven enjoys living in his new flat.	☐	☐
10 Steven lives with someone now.	☐	☐

......./10

Writing

4 **Scrivi un testo in cui racconti un'occasione speciale della tua vita. Ad esempio, un matrimonio, una laurea, un trasloco o un'altra occasione in famiglia. (70-100 parole)**
Scrivi di queste cose:

- what the event was
- where and when it was
- who you were with
- why it was special.

....
....
....
....
....

......./20

Speaking

5 **Parla con il tuo compagno o insegnante di alcuni momenti passati. Parla di:**

- what you did last night
- what you did at the weekend
- what your partner or teacher did at the weekend
- an event in the past
- a past holiday.

......./10

Total ...../50

Unit 7
SKILLS TEST

Name ....

Class ....

Goals A2

Reading

1 **I** **Leggi l'esperienza di Oliver a Sydney. Poi, scegli l'opzione corretta A, B, C o D.**

Oliver's Super Sydney

Hi! I'm Oliver. I live in Leeds. My uncle Hugo moved to Australia 5 years ago. He works and lives in Sydney, and Mum's always telling me that I should go and visit him. Last Christmas, I finally did! It was summer there, of course. Summer is my favourite season, and it was great to escape cold, rainy England. I spent Christmas day at the beach!

I travelled all around the country with my uncle, but my favourite place was Sydney. It's a young, modern city. A lot of cultural attractions are free in Sydney, so you don't spend much money on them. One example is the Art Gallery of New South Wales in the city centre. It's an important public Art gallery in Sydney and in all of Australia. There are exhibits from all over the world, but I really enjoyed the Aboriginal art. It's full of symbols that tell stories about the native Australian people and their culture.

To spend some time outdoors and get some peace and quiet, you should visit Royal National Park. There are plenty of green spaces in Sydney, but Royal National Park is my favourite. It's great for barbecues and fishing, and seeing native Australian wildlife. It's also popular for bird watching – there are over 300 different species of birds!

Sydney's got incredible beaches! We often went to Bondi beach because it's only a 15 minute drive from my uncle's flat in the city centre. You need to be careful, though! You should never swim beyond the flags. Lifeguards put them in the water so swimmers know where it's safe to swim. The ocean waters can be very dangerous, even for experienced swimmers. And you should *always* wear sunscreen[a]. The sun in Australia is very strong and it's very easy to get sunburnt[b]!

Lastly, Sydney has a great public transport system. Trams and buses take you all over the city easily and efficiently. There's also an underground and lots of trains. I loved the on-demand services. They're really easy to use. You download the app on your phone, then book vehicles to take you wherever you want, even to the beach! I used them all the time!

GLOSSARIO

[a]**sunscreen**	crema protettiva
[b]**get sunburnt**	prendersi una scottatura

Unit 7
SKILLS TEST

Goals A2

Name .... Class ....

1 Oliver went to Sydney...
A last Christmas. **B** five years ago. **C** with his mum. **D** to work.

2 You don’t spend a lot on culture in Sydney because...
A it’s a cheap city. **B** many attractions are free. **C** there isn’t much to see. **D** everything’s outside.

3 At Royal National Park you can...
A visit the zoo. **B** experience Australian wildlife. **C** meet crowds. **D** see the Royal family.

4 Oliver often went to Bondi beach because...
A it’s good for swimming. **B** there are lifeguards. **C** it’s a famous beach. **D** it’s near his uncle’s house.

5 Sydney’s transportation system is...
A complicated. **B** varied. **C** limited. **D** expensive.

......./5

2 Rileggi il testo e rispondi alle domande.

1 How does Oliver describe Sydney?

....

2 What did Oliver like at the Art Gallery of New South Wales?

....

3 Why do bird lovers visit Royal National Park?

....

4 What should you always wear in Australia?

....

5 How did Oliver prefer getting around the city?

....

......./5

Listening

3 08 **Ascolta il podcast su ‘Sustainable Sydney 2030’. Poi, completa le frasi (1-5) utilizzando al massimo 4 parole.**

1 This city is planting trees to reduce .... environment.
2 Some buildings are growing plants and flowers from their ....
3 There are going to be new routes for ....
4 Local government is encouraging people to .... cars with other people.
5 61,000 people are going to .... Green Square.

......./10

Writing

4 Un tuo amico vuole comprare un paio di scarpe per il regalo di laurea di sua sorella. Scrivi un’email in cui consigli dove andare nella tua zona e come arrivarci. (70-100 parole)

....
....
....
....

......./20

Speaking

5 Un gruppo di turisti chiede consigli sulla tua città. Di’ loro:

- what they should do
- what they shouldn’t do
- about upcoming events in the city
- about a good place to visit and how to get there.

......./10

Total ...../50

Unit 8

SKILLS TEST

Goals A2

Name .... Class ....

Reading

1 Leggi il testo sui giovani designer britannici. Poi, scegli T (vero) o F (falso) e correggi le affermazioni false.

Some young British designers

Young people are more interested in fashion and design than ever. The popularity of TV programs like *Project Runway* and *Next In Fashion* reflects this. There are also tons of websites where you can browse new trends. One of these is the online store YBD (Young British Designers). Created in 2010, the site focuses specifically on young British talent. It gives young designers a virtual place to showcase and sell their work. The site features clothing, shoe and jewellery designers, all with their own unique style and message. Here are three of them.

Lynn Roberts is from London. She graduated from fashion school in 2013 and launched her brand in February 2015. Lynn describes her style as 'eveningwear meets sportswear'. She knows tracksuits and joggers are the most comfortable items of clothing, but she wants to make them more fashionable. She gets a lot of inspiration from local street markets and second-hand clothing stores. Older, more experienced designers appreciate that Lynn's designs combine classic couture with casual comfort.

Carly Green is from North East England and moved to London in 2008 to attend fashion school. She's an artist and a designer, and uses both her talents to create clothing. She's into vintage fashion and she thinks current trends are much less interesting. She has a rebellious style and doesn't like being motivated by consumerism. In her teens, she wore shocking outfits and loads of accessories. Her youth centre voted her 'Best Dressed' a couple of times. Today, she's most famous for her hand painted leather jackets and drawings on trousers and blouses.

James Smith is a London based shoe designer. He studied at ModaPelle Academy in Milan with some of the best shoe designers in the world. 10 years ago he moved back to London to start his own brand. He also designs handbags and accessories such as belts and scarves. In fact, he prefers designing accessories because it's more creative. His most popular item is his signature brown leather boot. The design is modern and traditional at the same time. The boots are very popular with young urban professional women.

T F

1 Young people are less interested in fashion than in the past. .... ☐ ☐

2 YBD is for 'Young British Designers'. .... ☐ ☐

3 Lynn Roberts' designs combine smart and sporty. .... ☐ ☐

4 Carly Green studied fashion in North East England. .... ☐ ☐

5 James Smith started his career in Milan. .... ☐ ☐

......./5

Unit 8 SKILLS TEST

Goals A2

Name .... Class ....

2 **I** **Rileggi il testo e completa le frasi (1-5) utilizzando al massimo 4 parole.**

1 You can browse or buy British design on the YBD ....
2 Lynn Roberts wants to make sportswear more ....
3 Carly is more interested in .... trends.
4 Carly's style is ....
5 James' brown leather boots are his ....

......./5

Listening

3 **P** 09 **Ascolta cinque persone che parlano di vestiti. Poi, scegli la risposta corretta A, B o C.**

1 Listen to a boy talk about his favourite clothes. What does he always wear?
A Hoodies. **B** Trainers. **C** Baggy shorts.
2 Listen to a man talk about what he wears to work. How does he describe his work clothes?
A Comfortable. **B** Casual. **C** Smart.
3 Listen to a woman talk about the clothes she wears. What does she wear once a week?
A Nice clothes. **B** Tracksuits. **C** A uniform.
4 Listen to a young man talk about a Christmas tradition. What does the family do?
A Meet in different cities. **B** Play the same music. **C** Prepare something special.
5 Listen to a woman talk about accessories. What does she think about them?
A They can change an outfit. **B** Summer accessories are better. **C** She needs more of them.

......./10

Writing

4 **Scrivi un testo sui tuoi vestiti e accessori preferiti/meno preferiti e racconta quando li indossi. (70-100 parole)**

Scrivi di:

- your favourite items of clothing or accessories and why you like them
- your least favourite item of clothing or accessory and why you don't like it
- describe them and say when you wear them.

......./20

Speaking

5 **Parla con il tuo compagno o insegnante del contenuto del tuo guardaroba. Parla di:**

- the clothes you have too many or not enough of
- your favourite or least favourite item of clothing
- what you like wearing most
- what you wear a the weekend or on a special occasion.

......./10

Total ...../50

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

Unit 1

LISTENING TEST

Goals A2

Name .... Class ....

1 I 10 **Ascolta quattro ragazzi che parlano delle loro città. Completa le frasi (1-9) con Ivy, Thomas, Freya o Lincoln.**

1 .... ’s from a small city.
2 .... ’s American.
3 .... ’s a fan of Italian food.
4 .... can write music.
5 .... can act and sing.
6 .... ’s interested in sports.
7 .... ’s from a city with two languages.
8 .... ’s from an historic city.
9 .... ’s from a fun city.

……./9

2 10 **Ascolta di nuovo. Scegli T (vero) o F (falso) e correggi le affermazioni false.**

T F

1 Ivy is 16 years old. .... ☐ ☐
2 The Raiders are a basketball team. .... ☐ ☐
3 Thomas isn’t interested in music. .... ☐ ☐
4 Thomas can’t speak Polish very well. .... ☐ ☐
5 Freya is from a capital city. .... ☐ ☐
6 Freya’s mum is good at making pizza. .... ☐ ☐
7 Quebec is famous for food and culture. .... ☐ ☐
8 Lincoln’s lessons aren’t in English. .... ☐ ☐

……./16

3 11 **Dictation.**

Yasmine is a new girl ....
....
....
....
....
....
....
....
....
....

……./25

Total ...../50

Unit 2
LISTENING TEST

Name .... Class ....

1 12 **Ascolta Harry che parla delle camere da letto dei suoi amici e familiari. Completa le frasi (1-9) utilizzando al massimo 4 parole.**

1 Harry's parent's have got .... under their TV.
2 Harry's parents have only got one ....
3 The walls in Ethan's room are ....
4 He's got a desk .... of his room.
5 Harry's best friend Ethan's got a games console on ....
6 Harry's happy that his big sister is ....
7 The wall behind his sister's bed is full of ....
8 Harry's grandparents' bed is between ....
9 They haven't got a .... in their room.

......./18

2 12 **Ascolta di nuovo e scegli l'alternativa corretta A, B, C o D.**

1 There isn't ...... on Harry's mum's table.
A a phone **B** a watch **C** a fitness tracker **D** an e-reader

2 Harry's mum and dad haven't got a ...... in their room.
A bed **B** TV **C** desk **D** wardrobe

3 Ethan's got sports stuff ....
A in a wardrobe **B** on shelves **C** under his bed **D** near his desk

4 Ethan's bed is ....
A near a window **B** blue and white **C** big **D** in the corner

5 Harry's sister, Lucy is ....
A quite tidy **B** a neat freak **C** not organised **D** well-organised

6 Lucy can't use her desk because it's ....
A small **B** messy **C** behind her bed **D** full of stickers and photos

7 Harry's grandparents have got ...... on their shelves.
A a mirror **B** photos **C** a laptop **D** clothes

......./7

3 13 **Dictation.**

My room ....

......./25

Total ...../50

Unit 3 Goals A2

LISTENING TEST

Name .... Class ....

1 14 **Ascolta l'intervista con un 'professional travelling cyclist'. Scegli T (vero) o F (falso) e correggi le affermazioni false.**

T F

1 Marc cycles 300 km a year. .... ☐ ☐
2 Marc enjoys his job. .... ☐ ☐
3 Marc rarely cycles in Arizona. .... ☐ ☐
4 Marc enjoys sleeping outside. .... ☐ ☐
5 Marc doesn't ride in his free time. .... ☐ ☐
6 Marc loves the sounds of nature. .... ☐ ☐
7 Marc does long rides three times a week. .... ☐ ☐
8 Marc never chats with other riders. .... ☐ ☐

......./16

2 **I** 14 **Ascolta di nuovo e scegli l'alternativa corretta A, B, C o D.**

1 Marc's tour company only organises tours in ....
A Europe **B** the United Kingdom **C** the United States **D** Arizona

2 Marc feels .... while riding.
A stressed **B** free **C** careful **D** inspired

3 Marc thinks the Arizona desert is ....
A boring **B** hot **C** beautiful **D** far

4 On long rides, Marc usually sleeps ....
A in a tent **B** in a hotel **C** in a hostel **D** at home

5 Marc .... sleeping in tents.
A hates **B** enjoys **C** doesn't mind **D** doesn't like

6 Sometimes Marc cancels a ride because ....
A there's a puncture **B** someone is ill **C** the weather is bad **D** there aren't many riders

7 Marc usually .... in his free time.
A does short rides **B** does long rides **C** relaxes **D** spends time with family

8 Marc rides alone ....
A at the weekends **B** once a month **C** three times a week **D** twice a year

9 Marc .... listens to music while riding.
A always **B** often **C** never **D** rarely

......./9

3 15 **Dictation.**

Hello! I'm Liam. ....

....

....

....

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....

....

....

....

......./25

Total ...../50

Unit 4
LISTENING TEST

Name .... Class ....

Goals A2

1 **I** 16 **Ascolta Lucy parlare del suo ‘Manic Monday’ e completa le frasi (1-9) utilizzando al massimo 4 parole.**

1 Lucy is writing on ....
2 Right now Lucy is ....
3 Lucy and her brother are ....
4 Lucy hates ....
5 She takes a .... to get to school.
6 Lucy has lessons from .... every day.
7 She has lunch ....
8 Lucy’s mum .... after Drama.
9 Lucy watches TV to .... her day.

......./18

2 **P** 16 **Ascolta di nuovo e scegli l’alternativa corretta A, B, o C.**

1 What do Lucy and her brother love?
A TV. **B** Pizza. **C** Sports.

2 What time does Lucy get up on Mondays?
A 6.30. **B** 7.00. **C** 7.15.

3 What subject does Mr Brown teach?
A Maths. **B** Latin. **C** History.

4 What activity does Lucy not do on Mondays?
A Art club. **B** Basketball. **C** Drama club.

5 How does Lucy get to basketball practice?
A Train. **B** Bus. **C** Mum’s car.

6 What does Lucy like having for dinner on Mondays?
A Steak. **B** Pasta. **C** Chinese food.

7 What does Lucy do after dinner? She...
A messages friends. **B** studies. **C** watches TV.

......./7

3 17 **Dictation.**

Anna is a PE teacher. ....

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......./25

Total ...../50

Unit 5
LISTENING TEST

Goals A2

Name .... Class ....

1 18 **Ascolta quattro persone che parlano del loro 'comfort food' preferito. Completa le frasi (1-9) con Linda, Max, Will o Ivy.**

1 .... often eats it at a restaurant near home.
2 .... eats it after a bad day.
3 .... makes it from a special recipe.
4 .... eats it when he/she feels sad.
5 .... keeps it in the freezer.
6 .... eats it with chips.
7 .... shares it with friends.
8 .... likes a particular version of it.
9 .... likes it with ice cream.

......./9

2 18 **Ascolta di nuovo. Completa le frasi (1-8) utilizzando al massimo 4 parole.**

1 Typically, people feel like comfort food ....
2 Comfort food makes you ....
3 Your comfort food is sometimes a dish you remember ....
4 The interviewer is interviewing people at a ....
5 Linda's family eats eat her grandma's lasagna on ....
6 Max's family likes the fried chicken at the restaurant because it is ....
7 Will's mum uses three different types of .... in her pies.
8 Ivy likes eating chili when .... is bad.

......./16

3 19 **Dictation.**

Henry's birthday is on Friday. ....

......./25

Total ...../50

LISTENING TEST

Name .... Class ....

1 20 **Ascolta Josh che parla di un viaggio incredibile. Poi scegli l'alternativa corretta.**

1 Travellers on the Camino are called **walkers / pilgrims**.
2 To do the Camino, you **can / can't** take different routes to Santiago.
3 Josh and Mike trained **once / a few times** a week for the Camino.
4 Their family thought they were **determined / crazy**.
5 They walked over **200 / 100** kilometres from Sarria to Santiago.
6 **Restaurants / Other travellers** stamped their passports.
7 They **didn't share / shared** accomodation with other travellers.
8 They completed their journey in **Finisterre / Santiago**.
9 One day, Josh wants to do the Camino from **France / the Atlantic**.

......./9

2 I 20 **Ascolta di nuovo. Poi abbina gli inizi delle frasi (1-8) alla fine delle frasi (A-J). Attenzione, ci sono due finali che non servono.**

1 .... Mike wanted to go
2 .... People start the Camino
3 .... They spent their evenings
4 .... Josh and Mike trained
5 .... Josh really enjoyed
6 .... Pilgrims get a special certificate
7 .... They started their journey
8 .... Josh was tired, but happy

A sleeping in small hotels.
B on an adventure.
C from different countries.
D in France.
E eating typical Spanish food.
F for a complete passport.
G at the end of the holiday.
H for six months.
I with other travellers.
J in June.

......./16

3 21 **Dictation.**

My grandad had a great life. ....

....

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......./25

Total ...../50

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

Unit 7

LISTENING TEST

Name .... Class ....

Goals A2

1 22 **Ascolta sei persone che parlano della loro città. Poi, indica quali tra le dichiarazioni (1-9) vengono espresse (Y) e quali no (N).**

		Y	N
1	More people should drive alone.	☐	☐
2	Student accomodation is very expensive.	☐	☐
3	Buses and trains run frequently.	☐	☐
4	The City should organise cleaning projects.	☐	☐
5	People don't use public transport enough.	☐	☐
6	It's not a safe city to cycle in.	☐	☐
7	Community service is popular with young people.	☐	☐
8	There's a lot for young people to do.	☐	☐
9	There aren't many playgrounds for kids.	☐	☐

……./18

2 **I** 22 **Ascolta di nuovo. Poi abbina le dichiarazioni (1-8) ai relatori (A-F). Attenzione, c'è una dichiarazione che non serve.**

1 .... Too many people drive when they should walk to work or school.
2 .... It costs too much to rent a flat.
3 .... There aren't enough shopping centres.
4 .... Public transport needs improvement.
5 .... There should be more green spaces.
6 .... The city needs more entertainment for young people.
7 .... Young people should help more.
8 .... The city should do something about the number of cars.

A Justin
B Rebecca
C Laura
D Robert
E Greg
F Jon

……./7

3 23 **Dictation.**

It's the weekend and Sam is very busy. ....

....

....

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……./25

Total ...../50

Unit 8
LISTENING TEST

Goals A2

Name ………………………………………… Class ……………………………

1 24 **Ascolta l'intervista sui brand. Scegli (K) se la dichiarazione descrive Kim o (H) se la dichiarazione descrive Harry.**

Who…	**K**	**H**
1 is really into fashion?	☐	☐
2 thinks that wearing brands can make you more popular?	☐	☐
3 is into specific brands?	☐	☐
4 is saving for a new item?	☐	☐
5 gets money every week?	☐	☐
6 has a summer job?	☐	☐
7 buys used items?	☐	☐

……./7

2 **I** 24 **Ascolta di nuovo e completa le frasi (1-9) utilizzando al massimo 4 parole.**

1 Being fashionable today means having ………………………………………… in your wardrobe.

2 Big fashion brand clothing is usually ………………………………………… .

3 Kim's new jumper isn't ………………………………………… .

4 Harry's going to buy new trainers at ………………………………………… .

5 Kim babysits at ………………………………………… .

6 Kim sometimes helps her mum to ………………………………………… .

7 Harry doesn't work during the school year because ………………………………………… .

8 Kim doesn't think it's brands that ………………………………………… .

9 Harry says you should buy things ………………………………………… .

……./18

3 25 **Dictation.**

I've got two sisters. …………………………………………………………

……./25

Total ….. /50

SPEAKING TEST

Name .... Class ....

TALKING ABOUT WHERE YOU'RE FROM

1 A coppie, fatevi le seguenti domande e rispondete con informazioni reali.

- Where are you from?
- Where are you friends and family from?
- What's your city famous for?
- Who are some famous people from your city?
- What are they famous for?

......./10

ABILITIES

2 A coppie, parlate di quanto siete o non siete bravi nel fare le seguenti cose:

- speak another language
- play a sport
- play the piano/guitar
- act, sing or dance
- cook.

......./20

ROLE PLAY

3 A coppie, leggete i vostri ruoli e fate conoscenza, presentandovi e facendo domande. Poi scambiatevi i ruoli.

Student A

Your name is Reia/Rik you are 14 years old. You are in year 9. You're new in the area. Your school is Central School. It's fine, but it isn't easy to make friends. Your number is 0825 215 3367. You spell your name (with an *I* or a *K*).

Student B

Your name is Maya/Max you are 14 years old. You are in year 9. You're from the area. You're at Central School. It's a good school. The students are nice. Your number is 0632 317 2279. You spell your name (with a *Y* or an *X*).

......./20

Total ...../50

Unit 2

SPEAKING TEST

Name .... Class ....

TALKING ABOUT FAMILY AND PETS

1 A coppie, fatevi le seguenti domande e rispondete con informazioni reali.

- Is your family big or small?
- Who is in your family?
- What are their names?
- What pets have you or the people in your family got?
- What are some of the people in your family like?

......./10

POSSESSIONS

2 A coppie, parlate delle seguente cose:

- what you've got in your bag
- your favourite things
- your family's favourite things
- things you haven't got.

......./20

ROLE PLAY

3 A coppie, leggete i vostri ruoli e parlate della vostra camera, facendo domande. Poi scambiatevi i ruoli.

Student A

You're in student B's room for the first time. He/She's got a lot of stuff. Ask where he/she can put his/her things. Ask whose is the guitar and tell student B about your room.

Student B

Student A is in your room for the first time. Tell him/her where you can put your stuff. Tell him/her the guitar is your brother's. Ask student A what his/her room is like.

......./20

Total ...../50

SPEAKING TEST

Name ……………………………………………………… Class ………………………………

DIAGNOSTIC TEST
STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS
SPEAKING TESTS
EDUCAZIONE CIVICA TESTS
PROVE DELLE COMPETENZE
RECUPERO

TALKING ABOUT FREE TIME AND SPORT

1 Completa le frasi con informazioni reali. Poi, a coppie, discutete le vostre idee.

1 I like ………………………………………………………………………… .
2 I can't stand ………………………………………………………………… .
3 I don't mind ………………………………………………………………… .
4 I hate ………………………………………………………………………… .
5 I enjoy ………………………………………………………………………… .

……./10

LIKES AND DISLIKES, AGREEING AND DISAGREEING

2 A coppie, fatevi le seguenti domande e rispondete con informazioni reali. Dite se siete d'accordo o in disaccordo con le risposte del vostro compagno.

1 Do you prefer going to the cinema or watching films at home? Why?
2 Do you like taking photos with your phone? Why?/Why not? If yes, what do you take photos of?
3 Do you enjoy playing video games? Why?/Why not? If yes, what games do you play? How often do you play?
4 Do you prefer going to the beach or to the mountains? Why?
5 What music do you like listening to? Do you prefer British or Italian music? What's your favourite song? Who's your favourite singer?

……./20

ROLE PLAY

3 A coppie, scegliete i ruoli e conversate su ciò che vi piace e non vi piace fare nel tempo libero.

Student A

You're into sport. You like swimming, football and yoga. You play the drums in a band and you don't like going to the cinema. You prefer watching films at home.

Student B

You hate sport. You like hanging out with your friends, shopping and playing video games. You don't play a musical instrument, but you're really into music. You love going to the cinema!

……./20

Total …../50

Unit 4
SPEAKING TEST

Name .... Class ....

TALKING ABOUT DAILY ROUTINE AND PLANS

1 A coppie, fatevi le seguenti domande e rispondete con informazioni reali.

1 When do you usually do these things?
- Go to bed?
- Eat ice cream?
- Do your homework?

2 What are your favourite subjects? When do you have them?
3 What are you doing this week?
4 What do you usually do on Saturdays?
5 What are you doing this Sunday?

......./10

MAKING ARRANGEMENTS

2 A coppie, uno invita l'altro a fare le seguenti cose. Usate il maggior numero possibile delle espressioni studiate in questa unità.

Student A
- go to the cinema
- study together
- get the bus to school together in the morning
- go shopping
- go to the swimming pool.

Student B
- stay at my house tonight
- go to a concert
- meet in the park
- order a pizza
- go shopping.

......./20

ROLE PLAY

3 A coppie, scegliete i personaggi e mettetevi d'accordo per un appuntamento. Poi scambiatevi i ruoli.

Student A

Invite Student B to go to the cinema on Saturday night. You're not free on Friday because you are babysitting your little brother. You can't go out on Sunday because you are studying for a test. You really want to see the new *Star Wars* film before it leaves the cinema. You hate horror films and you don't like watching films at home. Your favourite takeaway is pizza.

Student B

You aren't free on Saturday because you are going to your sister's concert and on Fridays you stay in because you have football training on Saturday mornings. You love films, but you prefer watching them at home on your sofa with a takeaway. You love horror films, *Star Wars* films are OK. Your favourite takeaway is Chinese.

......./20

Total ...../50

Unit 5
SPEAKING TEST

Name .... Class ....

TALKING ABOUT FOOD HABITS

1 A coppie, completate le domande con *How much*/*How many*. Poi fatevi le domande e rispondete con informazioni reali.

1 .... glasses of water do you drink a day?
2 .... fruit do you eat?
3 .... salt do you add to different foods every day?
4 .... fast food do you eat?
5 .... times a day do you eat something sweet?

......./10

FAVOURITE FOOD

2 A coppie, fatevi le seguenti domande e rispondete con informazioni reali. Spiegate le vostre risposte.

1 What's your favourite meal: breakfast, lunch or dinner?
2 What's your favourite festive food or family recipe?
3 Do you have a favourite dessert? Can you make it?
4 What do you like eating in winter?
5 What do you eat at the beach or on a daytrip?

......./20

ROLE PLAY

3 A coppie, leggete i vostri ruoli e poi, usando il menu, inventate la conversazione appropriata. Poi scambiatevi i ruoli.

Student A

You are a customer at the Garden Café. You are a vegan and don't eat any animal products and you don't like desserts or fizzy drinks.

Student B

You are a waiter/waitress at the Garden Café. Your manager wants you to sell the Today's Special. You are out of the Garden Veggie Burger.

Garden Café Menu

Today's Special
Fish and chips £12.00

Main course
Ham and cheese sandwich £5.00
Garden Veggie Burger (no meat) £8.00
Courgette salad £10.00

Vegetables
Grilled vegetables £4.00
Roast potatoes £4.00

Dessert
Bowl of ice cream £3.00
Fruit salad £4.00

Drinks
Fruit juice £2.00
Fizzy drinks £3.00
Water £1.00

......./20

Total ..../50

Unit 6

SPEAKING TEST

Goals A2

Name .... Class ....

TALKING ABOUT LIFE EVENTS

1 **Henry è un uomo di 85 anni. Ora è in pensione ma ha avuto una vita molto piena. Usa la tua immaginazione per raccontare la storia della sua vita. Ricorda di parlare delle seguenti cose:**

- date and place of birth
- education
- homes
- jobs
- relationships
- children/grandchildren.

......./10

PAST EVENTS

2 **A coppie, fatevi le seguenti domande e rispondete con informazioni reali. Spiegate le vostre risposte.**

1 What was your last holiday?
2 What did you do for your last birthday?
3 What did you do last weekend?
4 What happened in the last film you watched?

......./20

ROLE PLAY

3 **A coppie, leggete i vostri ruoli e inventate la conversazione appropriata. Poi scambiatevi i ruoli.**

Student A

You are 15. You really want a summer job. Last week you went to an interview at a local restaurant, but it was a disaster. First you got the wrong directions and you went to the wrong address. You were really late. Then you called the interviewer by the wrong name. Fortunately, the manager was very understanding. So, in the end you got the job.

Student B

You are 15 and you are a friend of Student A's. You want to know how the interview at the restaurant went last week. Listen to him/her tell you about his/her job interview. Ask questions and show interest.

......./20

Total ..../50

Unit 7

Goals A2

SPEAKING TEST

Name .... Class ....

GIVING ADVICE

1 A coppie, chiedete e date consigli per le seguenti situazioni. Per ogni situazione, dite una cosa che dovreste fare e una cosa che non dovreste fare.

- You've got a big test tomorrow.
- You don't like your hairstyle.
- You woke up late, and missed the bus.
- Your fridge is empty.
- It's your birthday next week.

......./10

INTENTIONS

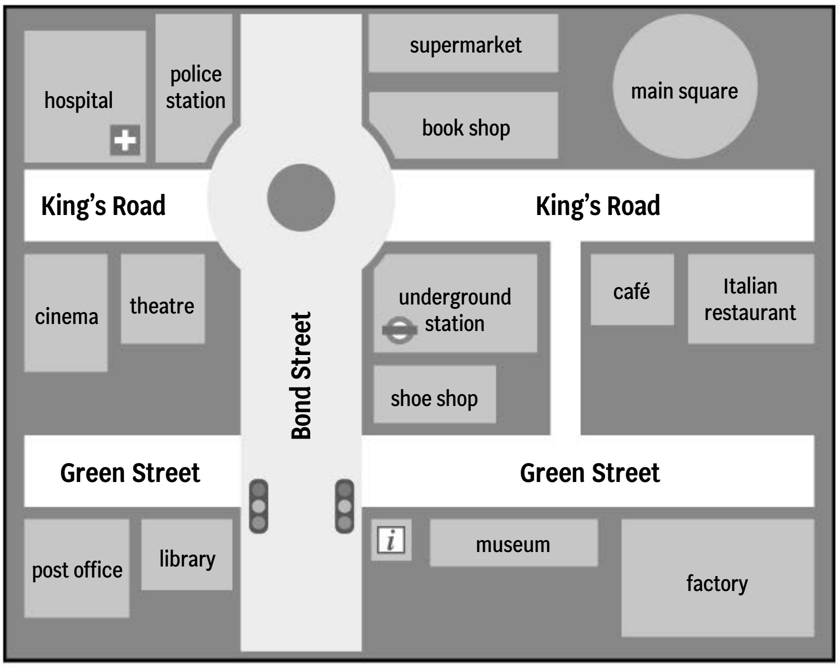
2 A coppie, fatevi le seguenti domande e rispondete con informazioni reali. Spiegate le vostre risposte.

1 Where are you going to go on holiday next summer?
2 What are you going to do this weekend?
3 How are you going to get to school on Monday?
4 What are you going to have for dinner tonight?
5 What are you going to do when you leave school?

......./20

ROLE PLAY

3 A coppie, leggete i vostri ruoli e, usando la mappa, inventate la conversazione appropriata. Poi scambiatevi i ruoli.


hospital
police station
supermarket
main square
book shop
King's Road
King's Road
cinema
theatre
underground station
café
Italian restaurant
shoe shop
Bond Street
Green Street
Green Street
post office
library
museum
factory

Student A
You're at the post office. Ask Student B for directions to the museum, and then to the supermarket.

Student B
You are at the café. Ask Student A for directions to the theatre, and then to the main square.

......./20

Total ...../50

SPEAKING TEST

Name .... Class ....

TALKING ABOUT CLOTHES

1 Parla del contenuto del tuo armadio. Ricorda di parlare delle seguenti cose:

the accessories and/or clothes you...

- have got too many of
- haven't got enough of
- never wear and why
- wear every day and why
- wear in the summer/winter.

......./10

COMPARATIVES AND SUPERLATIVES

2 A coppie, completate le frasi. Poi fatevi le domande e rispondete con informazioni reali. Spiegate le vostre risposte.

1 Who is the .... (funny) person you know?
2 Is it .... (good) to be happy or rich?
3 What is the .... (interesting) subject you are studying?
4 Which is .... (bad): a difficult test or an argument with your best friend?
5 Which is .... (relaxing): a holiday in the mountains or at the beach?

......./20

ROLE PLAY

3 A coppie, leggete i vostri ruoli e interpretate un commesso e un cliente di un negozio di abbigliamento. Poi scambiatevi i ruoli.

Student A

You are going to a wedding next weekend. You usually dress in sporty, casual clothes and you don't have any smart clothes in your wardrobe! You're a size medium and your favourite colours are blue and grey. Your budget is £100.

Student B

You work in a clothing shop. You're having a sale: shirts and dresses are half price, but you don't have any medium sizes left. The new line is all blues and greys and very expensive, the cheapest items are £100! Make sure your customer leaves the shop happy!

......./20

Total ...../50

EDUCAZIONE CIVICA TEST

Name .... Class ....

The Global Goals

Vedi *Global Goals* pp. 26–27

1 Scegli l'alternativa corretta A, B o C.

1 The Global Goals consist of .... objectives.
A 5 **B** 17 **C** 193

2 The aim of the Global Goals is to end poverty and inequality and protect ....
A education **B** peace **C** the environment

3 In .... , world leaders agreed on the goals.
A 2015 **B** 2017 **C** 2020

4 The United Nations includes .... countries.
A 17 **B** 785 **C** 193

5 The Earth's .... puts pressure on our resources.
A population **B** climate **C** poor

6 785 million people don't have access to ....
A fresh food **B** clean water **C** new clothes

7 Most of the waste we produce isn't ....
A pollution **B** undernourished **C** recyclable

8 More than .... animal and plant species risk extinction.
A 1 million **B** 2 billion **C** 8 billion

9 Gender inequality exists in .... countries around the world.
A lots of **B** all **C** some

10 People often suffer discrimination because of their ....
A physical disabilities **B** ethnicity **C** both

......./10

2 Rispondi alle domande.

1 What are the 5 P's of the Global Goals?

....

....

2 Which goal do you think is the most important? Why?

....

....

3 What are two problems for the Earth's water?

....

....

4 What is gender inequality?

....

....

5 How can you help create a better world for everyone?

....

....

......./10

Total ...../20

Unit 2 **Goals A2**

EDUCAZIONE CIVICA TEST

Name .... Class ....

Affordable and Clean Energy | Climate Action

Vedi *Global Goals* pp. 36–37

1 Scegli l'alternativa corretta A, B o C.

1 Affordable and Clean Energy is important for ....
A greenhouse gases **B** electricity **C** people and the environment

2 Human activities put the future of .... in danger.
A the Universe **B** our planet **C** homes

3 The use of energy produces .... of greenhouse gases.
A 40% **B** 60% **C** 70%

4 Most of the world's energy comes from ....
A fossil fuels **B** renewable energy **C** nuclear energy

5 Fossil fuels ....
A cost less **B** produce CO_2 **C** are clean

6 One thing you can do to reduce your energy consumption is ....
A go to bed late **B** unplug chargers **C** leave phones in standby

7 When possible, wear ....
A wood **B** synthetic fibres **C** cotton

8 Volatile organic compounds are ....
A not good for the environment **B** eco-friendly **C** cheap to buy

9 Bamboo is a .... material.
A cheap **B** sustainable **C** both

10 .... can help the air quality in our homes.
A Air conditioning **B** Plants **C** Cotton sheets

......./10

2 Rispondi alle domande.

1 Name three benefits of renewable energy.

....

....

2 What does it mean to live 'off-grid'?

....

....

3 What are two advantages and disadvantages of life 'off grid'?

....

....

4 What can you do in winter or summer to save energy?

....

....

5 How can you make your bedroom more 'green'?

....

....

......./10

Total ...../20

EDUCAZIONE CIVICA TEST

Name .... Class ....

Reduced Inequalities

Vedi *Global Goals* pp. 50–51

1 Scegli l'alternativa corretta A, B o C.

1 We all have the right to the same ....
A opportunities **B** gender **C** health

2 The chance to prosper .... when inequalities are reduced.
A decreases **B** increases **C** remains the same

3 Nelson Mandela believed that sport .... people.
A discriminates **B** unites **C** divides

4 Doing sport can help you ....
A make friends **B** study **C** both

5 Doing sport teaches you about discipline, fair play and ....
A respect **B** energy **C** muscles

6 Many people don't do sport because it isn't ....
A fun **B** inclusive **C** accessible

7 The organisation Skateistan combines sport and ....
A cultural awareness **B** education **C** travel

8 In countries like Jordan and Cambodia many .... can't participate in sports.
A girls **B** boys **C** children

9 Young Palestinians learned about parkour ....
A at school **B** from a documentary **C** on social media

10 In Palestine, young people enjoy parkour because ....
A buildings are damaged **B** it doesn't require equipment **C** they have low self-esteem

......./10

2 Rispondi alle domande.

1 What does Skateistan give young people according to Tony Hawk?

....

....

2 What do you need to be to do parkour?

....

....

3 How does 'Parkour in Gaza' help young people?

....

....

4 Why are good role models important?

....

....

5 Describe someone you know who is a positive role model.

....

....

......./10

Total ...../20

Unit 4 Goals A2

EDUCAZIONE CIVICA TEST

Name .... Class ....

Quality Education

Vedi *Global Goals* pp. 60–61

1 Scegli l'alternativa corretta A, B o C.

1 Quality education is very important for ....
A a longer life **B** creativity **C** our self-esteem

2 ....% of 18-24 year olds in the EU don't progress to upper secondary school.
A 10,2 **B** 2,2 **C** 20

3 .... has the highest number of student leavers in Europe.
A Croatia **B** Spain **C** Italy

4 In Rwanda, students generally stay in school for .... years.
A 5 **B** 4 **C** 3

5 To encourage attendance, the first 10 years of school are .... in Rwanda.
A free **B** mandatory **C** optional

6 Ester Mbabazi was the first woman in Rwanda to ....
A attend university **B** become a pilot **C** become a teacher

7 Adeline is vice-president of her school's .... Club.
A Business **B** Agriculture **C** Flying

8 Adeline is learning about commercial agriculture to ....
A become a farmer **B** sell food to other countries **C** find jobs for her siblings

9 Adeline works hard to ....
A be a good example to her siblings **B** pay for her siblings' education **C** both

10 In the future Adeline wants to ....
A become a teacher **B** start her own business **C** be a team leader

......./10

2 Rispondi alle domande.

1 Why do you think more boys than girls leave school early?

....

....

2 List three reasons why teens leave school early.

....

....

3 What motivates students to stay in school?

....

....

4 How can bullying affect a student's education?

....

....

5 What do you think education gives us?

....

....

......./10

Total ...../20

EDUCAZIONE CIVICA TEST

Name .... Class ....

Zero Hunger | Responsible Consumption and Production

Vedi *Global Goals* pp. 74–75

1 Scegli l'alternativa corretta A, B o C.

1 Hunger and malnutrition have a negative effect on ....
A consumption **B** development **C** resources

2 A main goal of responsible consumption is to ....
A reduce waste **B** eat more **C** increase production

3 2 billion people around the world are ....
A hungry **B** undernourished **C** overweight

4 Hunger is also a growing problem in .... countries like the UK.
A small **B** developed **C** developing

5 One in seven people in .... benefits from foodbanks.
A the USA **B** the UK **C** France

6 Big supermarkets often .... food they don't sell.
A throw away **B** increase the price of **C** repackage

7 The People's Supermarket sells ....
A food produced in the area **B** food people don't want **C** ethnic food

8 Members of The People's Supermarket work for free in the shop ....
A at weekends **B** four days a month **C** four hours a month

9 The creator of The People's Supermarket, Arthur Potts Dawson, is a ....
A farmer **B** businessman **C** chef

10 Arthur often travels and teaches people about ....
A The UN **B** food sustainability **C** leftovers

......./10

2 Rispondi alle domande.

1 Why is food sustainability important?

....

....

2 What can you do to reduce food waste in your everyday life?

....

....

3 Why is The People's Supermarket a good idea?

....

....

4 What do The People's Supermarket volunteers do?

....

....

5 What do they get in return?

....

....

......./10

Total ...../20

EDUCAZIONE CIVICA TEST

Name .... Class ....

Gender Equality | Reduced Inequalities

Vedi *Global Goals* pp. 84–85

1 Scegli l'alternativa corretta A, B o C.

1 Gender equality is critical to the .... of girls and boys.
A growth **B** inequality **C** well-being

2 A stereotype is an idea about something that is often ....
A true **B** false **C** complicated

3 Believing in stereotypes can help cause ....
A caring **B** understanding **C** inequality

4 The article mentions that .... often promotes gender stereotypes.
A education **B** the media **C** sport

5 .... is not listed as a kind of gender stereotype.
A Physical appearance **B** Personality **C** Food

6 Before Alex Smith joined the army, he wanted to be a ....
A rugby player **B** dancer **C** singer

7 Alex decided to become a soldier because he was worried about ....
A preconceived ideas **B** his weight **C** his future

8 Alex passed the army's physical tests ....
A easily **B** with difficulty **C** after many attempts

9 Alex kept his training as a dancer secret from the other soldiers for ....
A two years **B** two months **C** two weeks

10 Alex took the opportunity to dance again because he wanted to ....
A leave the army **B** challenge stereotypes **C** get fit

......./10

2 Rispondi alle domande.

1 Why is gender equality so important?

....

....

2 How do advertisements promote gender stereotypes?

....

....

3 Give an example of a gender stereotype in your culture.

....

....

4 How do stereotypes change the way people act?

....

....

5 What are two ways you can challenge stereotypes?

....

....

......./10

Total ...../20

EDUCAZIONE CIVICA TEST

Name .... Class ....

Sustainable Cities and Communities

Vedi *Global Goals* pp. 98–99

1 Scegli l'alternativa corretta A, B o C.

1 We need to plan and build modern, safe, sustainable cities primarily because ....
A there is an energy crisis **C** the planet is warming
B the world's population is growing

2 Piero Gobetti, a school in Sicily, produces its own ....
A food **B** books **C** energy

3 A school in Puglia used recycled .... to make their gym floor.
A plastic **B** tyres **C** wood

4 .... destroyed Goriano Sicoli, a school in Abruzzo in 2009.
A An earthquake **B** A tornado **C** An explosion

5 Some students at the Hanna Arendt secondary school in Bolzano have their lessons ....
A outside **B** underground **C** in the mountains

6 Urban spaces are responsible for over .... of greenhouse gas emissions worldwide.
A 20% **B** 50% **C** 70%

7 The CopenHill plant in Copenhagen, Denmark converts .... to energy.
A wind **B** waste **C** water

8 Almost half of the population in Copenhagen .... to school or work.
A take the bus **B** drive **C** cycle

9 San Francisco was the first American city to ban ....
A plastic bags **B** diesel cars **C** carbon emissions

10 40,000 trees and 1 million plants cover the ....
A Vertical Forest in Milan **B** Forest City in Liuzhou **C** CopenHill plant in Copenhagen

......./10

2 Rispondi alle domande.

1 Why are sustainable cities important?

....

....

2 Can you think of some ways to make your school more sustainable?

....

....

3 Why is it important for big cities to have green areas?

....

....

4 What are some benefits of the Vertical Forest in Milan?

....

....

5 What's green about the energy and road systems at the Liuzhou Forest City in China?

....

....

......./10

Total ...../20

EDUCAZIONE CIVICA TEST

Name .... Class ....

Responsible Consumption and Production

Vedi *Global Goals* pp. 108–109

1 Scegli l'alternativa corretta A, B o C.

1 Responsible consumption and production of goods and services help us ....
A reduce our environmental impact **B** save money **C** increase employment

2 People today buy .... amount of clothes that they bought in 2000.
A the same **B** double the **C** triple the

3 The fibres used in fast fashion create .... that pollute our oceans.
A micro-plastics **B** allergies **C** carbon emissions

4 .... of clothes end up in landfills.
A 10% **B** 30% **C** 85%

5 Amee Patel says that buying second hand clothes can be a way to ....
A express your personality **B** share with friends **C** be like everyone else

6 If you're going to wear an article of clothing fewer than .... don't buy it.
A 5 times **B** 15 times **C** 30 times

7 Patel believes that shopping .... encourages us to impulse buy.
A online **B** with a friend **C** alone

8 If you're only going to wear an outfit once Patel suggests ....
A buying it **B** making it **C** renting it

9 You should donate .... to a charity organisation.
A clothes in good condition **B** damaged clothes **C** new clothes

10 If you want to learn how to make a bag out of your old jeans, for example, you can ....
A watch a tutorial online **B** ask a friend **C** take a course

......./10

2 Rispondi alle domande.

1 Are you a slave to fashion? How? / How not?

....

....

2 Why pay more for sustainably manufactured clothes?

....

....

3 How can you make your clothes shopping more eco-friendly?

....

....

4 What are some environmentally friendly ways to recycle clothes?

....

....

5 In what ways can we limit fast fashion's impact on the environment?

....

....

......./10

Total ...../20

PROVA DELLE COMPETENZE DI METÀ ANNO

Goals A2

Units 1-4

Name .... Class ....

Reading

1 **I** **Read the text about Ella and Matt's lives. Parts of the text have been removed. Choose the correct part (A-L) for each gap (1-10). There are two extra parts that you should not use.**

This is my life

My name's Ella. I live in Canada. It snows a lot in the winter, but that's OK. I love winter sports and sometimes there's no school because of the snow and we get some extra free time.

On weekdays, I wake up at 7.00, but ^{1} .... 7.20. Then I brush my teeth, have a shower, and eat breakfast. And ^{2} .... Sue's my dog. I haven't got any brothers or sisters, just my parents and Sue. Then I walk to school. Classes start at 8.30, but we're all at school by 8 o'clock. At lunchtime, I go home. ^{3} ...., so there's always someone there. On Tuesdays and Thursdays, I stay at school an extra hour for sports. After that, I hang out with my friends, or I go online, or I watch TV – ^{4} .... at the same time! My friend Poppy is making a film on her phone and sometimes I help her. ^{5} .... this week. I don't often help my parents with dinner – I'm not good at cooking – but I always help clean up[a] after dinner. Then it's time for homework and sleep. That's my day!

Hi, my name's Matt. I'm from New Zealand. I get up around 6.30 and I'm on the bus at 7.15. I've got two brothers and two sisters, ^{6} .... Sometimes, I take my brother Ben's bag to school by mistake[b] – it's blue, like mine. ^{7} .... at the door and says: 'Wait! Whose is that bag?'

My classes start at 8.00 and finish at 3.30, and ^{8} .... The food at the canteen is never great, but it's food ☺. I love foreign languages. This year ^{9} .... After school, I get the bus, but on Mondays, I have Drama Club, so my parents drive me home.

At home, I like playing computer games and going online. My friends don't live close to me, so after school, I see them online. All the kids in our family help our parents with dinner, but on different days. On Tuesdays and Saturdays, my brother Adam and I help. I always have loads of homework – ^{10} .... a lot this year – but I always forget about it until it's nearly time for bed!

GLOSSARY

[a] **clean up** riordinare, pulire
[b] **by mistake** per sbaglio

A we're learning Japanese
B so the house is always a bit noisy
C I give Sue her breakfast.
D I'm good at football
E She's finishing it
F there's an hour for lunch
G sometimes I do all three
H our teachers are giving us
I she's usually out
J Mum always stops us
K I don't usually get up until
L My mother works from home

......./10

2 Read the text again. Then indicate if the statements (1-10) correspond to Ella (E), to Matt (M) or to both.
This person…

		E	M
1	doesn't take the bus.	☐	☐
2	enjoys sports.	☐	☐
3	has a big family.	☐	☐
4	has got a pet.	☐	☐
5	begins their lessons at 8.	☐	☐
6	eats lunch at school.	☐	☐
7	is in a school club.	☐	☐
8	likes going online.	☐	☐
9	always helps their parents after dinner.	☐	☐
10	does their homework after dinner.	☐	☐

……./10

Use of English

3 Read the text below and choose the correct answer for each space: A, B, C, or D.

Sara ^{1} .... in a small town in Vermont, USA. She ^{2} .... up at seven and walks to school. She loves drawing, she likes Maths, but she isn't ^{3} .... good at sports. An ordinary teenage girl, right? Wrong. Sara is different: hundreds of people – teens and adults – read ^{4} .... blog, Art for Breakfast.

Art for Breakfast ^{5} .... almost 2,000 followers. Every week ^{6} .... a new article about ^{7} .... different artist. Sara ^{8} .... follow a special order. This week's post is about Caravaggio. Next week, she ^{9} .... an article about the British street artist, Banksy. Sara ^{10} .... write very well. She puts a lot of information in one article, but her posts are also funny and people of all ages like ^{11} .... them. Lots of teachers are using the posts in their art classes now. During the week, Sara writes down ideas on ^{12} .... phone. At weekends, she turns those ideas into a new article. Every Monday, she posts her article – just before breakfast. ^{13} .... she got any advice for new bloggers? Well, she ^{14} .... talk right now, she ^{15} .... for information about Banksy!

1	**A** live	**B** living	**C** lives	**D** can live
2	**A** gets	**B** 's got	**C** get	**D** 's getting
3	**A** very	**B** quite	**C** pretty	**D** hopeless
4	**A** its	**B** Sara's	**C** Sara	**D** Saras'
5	**A** have	**B** having	**C** have got	**D** has got
6	**A** it's	**B** there's	**C** there are	**D** is
7	**A** a	**B** the	**C** an	**D** that
8	**A** isn't	**B** hasn't got	**C** doesn't	**D** don't
9	**A** post	**B** posts	**C** 's posting	**D** does post
10	**A** can	**B** does	**C** cans	**D** writes
11	**A** for read	**B** read	**C** reading	**D** reads
12	**A** his	**B** her	**C** she	**D** 's
13	**A** Is	**B** Does	**C** Sara	**D** Has
14	**A** can't	**B** not	**C** don't	**D** isn't
15	**A** looks	**B** 's look	**C** 's looking	**D** looking

……./15

PROVA DELLE COMPETENZE DI METÀ ANNO Goals A2

Units 1-4

Name .... Class ....

Listening

4 26 **Listen to the interview with Jake. Match the interviewer's questions (A-K) with the boy's answers (1-10). There is one extra question that you don't need to use.**

A .... Really? What time do your classes begin?
B .... What are your favourite subjects?
C .... When do you do your homework?
D .... Hi, Jake. I'm doing a project for school. Can I ask you some questions?
E .... When do you leave for school?
F .... No problem. When do you get up in the morning?
G .... Do they serve food at your school?
H .... What school projects are you working on now?
I .... What do you usually do in the mornings?
J .... What do you usually do after school?
K .... Whose is the big blue house behind the park? Is it yours?

......./10

5 26 **Listen again and decide if the statements are true (T) or false (F).**

1 .... Jake's class finishes in 20 minutes.
2 .... He gets up early on weekdays.
3 .... He doesn't like being alone.
4 .... Jake has two brothers.
5 .... The bus always arrives at 7.50.
6 .... Jake doesn't like the food at his school.
7 .... He's good at two sports.
8 .... He does his homework around 4 o'clock.
9 .... His house is close to the park.
10 .... Jake enjoys watching TV with his brother.

......./10

Writing

6 Write about a friend or someone in your family. Answer these questions in your text. (100-120 words)

- Where are they from?
- Who are their friends and family?
- What is their favourite possession?
- What do they do every day?
- What do they do in their free time?
- What do they like and dislike?
- What are they good at or not good at?
- What hobbies, sports or projects are they doing at the moment?

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......./25

Name .... Class ....

Speaking

7 In pairs, ask and answer questions with your partner or teacher.

PART A

Student A

Tell me about...

1 something you can do well
2 what you usually do every morning
3 two possessions in your room
4 a school project or a hobby you're working on
5 something you like and something you don't like
6 what you and your family are doing this evening.

Student B

Tell me about...

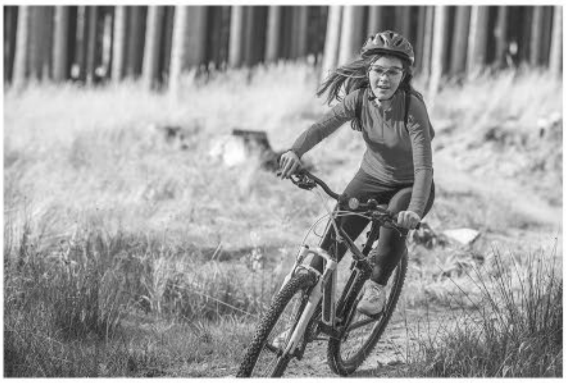
1 something you can't do very well
2 what you usually do after dinner
3 two possessions you've got with you now
4 what you're studying now in 3 of your classes
5 something you like and don't like doing
6 what you and your family are doing this weekend.

....../10

PART B

Student A

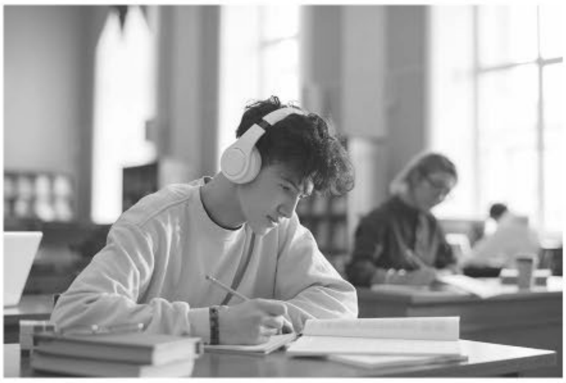
Show your photo to Student B and answer the questions.



- What can you see in the photo?
- What is the girl's name and where is she from?
- What does she do every day?
- What can she do well?
- What does she like or not like?

Student B

Show your photo to Student A and answer the questions.



- What can you see in the photo?
- What is the boys's name and where is he from?
- What does he do every day?
- What can he do well?
- What does he like or not like?

......./10

Total ...../100

PROVA DELLE COMPETENZE DI FINE ANNO

Goals A2

Units 1-8

Name .... Class ....

Reading

1 Read the text about Andri Ragettli. Then choose the best title (A-I) for paragraphs (1-7). There are two titles you don't need.

Andri Ragettli

1 .... Trying to balance a professional sports career and being a social media sensation would seem like an impossible task for most people, but Andri Ragettli makes it look easy. Ragettli was born on August 21, 1998 in Switzerland and people consider him to be one of the most influential and successful freestyle skiers of his generation. Freestyle skiing combines skiing and acrobatics. Skiers need to ski well and perform spins[a] and flips[b] while in the air.

2 .... Ragettli was only two years old when he put on his first pair of skis. He grew up near a freestyler resort called LAAX and spent his free time as a child on the ski slopes[c]. Originally, he was into ski racing, but he soon became even more passionate about freestyle skiing.

3 .... He began competing when he was eight years old, though he needed to lie about his age to be admitted to competititons. When he was 13, he joined the Swiss free ski team. Soon after they invited him to train in the United States. He won a lot of medals for his national team, this brought him to the World Cup skiing event in New Zealand when he was only 15.

4 .... To date, Ragettli has got ten World Cup titles and five Crystal Globe trophies to his name, a prize reserved for the skier with the most points at the end of the ski season. He also set a world record as the first person to perform a quad cork 1800 – four flips and five full rotations in the air on skis.

5 .... One of Ragettli's proudest moments was at the X-Games in Norway in 2020. The X-Games is an annual extreme sports competition. It includes skiing, snowboarding, BMX biking and skateboarding. Ragettli fulfilled[d] his childhood dream of winning a gold medal. His passion for these games began when he was a young boy.

6 .... When he's not competing on the slopes, Ragettli is managing his social media popularity. According to him, he became an influencer by accident. He posts a variety of videos for his almost 500k followers to enjoy. The videos are (mostly) of ski jumps, biking and his very popular 'the floor is lava' parkour style workouts where he moves around an obstacle course in a gymnasium without ever touching the ground.

7 .... Ragettli is looking forward to many more years of freestyle. He's going to continue training, competing and setting new records. And he's hoping to ski professionally at least until he's 30.

GLOSSARY

[a]**spins**	rotazioni
[b]**flips**	salti mortali
[c]**ski slopes**	piste da sci
[d]**fulfilled**	ha esaudito

A There's more to come
B An important accomplishment
C A difficult journey
D An early start
E Two difficult roles
F Not always easy
G Free time fun
H A young champion
I Trophy winner, record breaker

......./14

2 I **Read the text again. Complete the sentences using a maximum of four words.**

1 Freestyle skiing is a mixture of ....
2 Ragettli started skiing when he was ....
3 He lied about his age because .... to compete.
4 The skier with the highest number of points in a ski season receives a ....
5 The X-Games competition consists of .... different sports.
6 Ragettli is also popular on ....

......./6

Use of English

3 Read the text below and choose the correct word for each space: A, B, C or D.

Chloe Kim

Chloe Sun Kim, also called Kim is ^{1} .... American snowboarder. She ^{2} .... on April 23, 2000. She ^{3} .... in Long Beach, California. She ^{4} .... snowboarding when she was four years old, and ^{5} .... participating in competitions ^{6} .... she was six.

At 14, Chloe was ^{7} .... young to qualify for the 2014 winter Olympics, but she could compete at the 2015 X-Games, where she ^{8} .... a gold medal.

In 2018, Chloe was ^{9} .... to participate in the Olympics in Pyeongchang, South Korea. She won a gold medal in the half pipe and became ^{10} .... woman ever to win an Olympic gold medal in that category.

Her success and determination ^{11} .... Chloe a popular role model for children. She has been in ^{12} .... films and music videos and even has her own 'Shero' Barbie doll, a line dedicated to female role models from all ^{13} .... the world.

In 2019, Chloe ^{14} .... a year off from snowboarding to attend university and concentrate on her education. She wanted to meet new people and experience 'normal' teenage life. Currently she's training for the next Olympics and she's ^{15} .... than ever to win.

1	**A** a	**B** an	**C** the	**D** one
2	**A** is born	**B** borned	**C** was born	**D** be born
3	**A** grows up	**B** is growing up	**C** grown up	**D** grew up
4	**A** began	**B** begin	**C** begun	**D** 's beginning
5	**A** starts	**B** starting	**C** started	**D** start
6	**A** for	**B** when	**C** from	**D** to
7	**A** the most	**B** more	**C** not enough	**D** too
8	**A** won	**B** wins	**C** is winning	**D** winned
9	**A** too old	**B** not old enough	**C** old enough	**D** not enough old
10	**A** younger	**B** the younger	**C** the most young	**D** the youngest
11	**A** makes	**B** make	**C** did make	**D** is making
12	**A** much	**B** few	**C** a lot of	**D** a little
13	**A** through	**B** between	**C** across	**D** around
14	**A** took	**B** takes	**C** is taking	**D** taked
15	**A** the most determined	**B** determineder	**C** more determined	**D** less determined

....../15

PROVA DELLE COMPETENZE DI FINE ANNO

Goals A2

Units 1-8

Name .... Class ....

Listening

4 **I** 27 **Listen to an interview with Mike, a famous YouTuber. Match the interviewer's questions (A-H) with the answers (1-7). There is one extra question you don't need to use.**

A .... Is being a YouTuber as glamorous as it seems?
B .... How long does it take you to make your weekly videos from start to finish?
C .... How intense is the work?
D .... Can you describe the kind of videos you post?
E .... How many followers do you have now?
F .... What advice would you give a young YouTuber?
G .... What made you want to become a famous YouTuber?
H .... When did you start YouTubing?

....../14

5 27 **Listen to the interview again. What does Mike say? Choose A or B.**

1 **A** ☐ Mike always wanted to be a famous YouTuber.
B ☐ Mike didn't intend to be a YouTuber.
2 **A** ☐ Mike works every day.
B ☐ Mike has one day off a week.
3 **A** ☐ Mike's target is 20 million followers.
B ☐ Mike currently has 20 million followers.
4 **A** ☐ Mike sometimes works with other people.
B ☐ Mike works with other people.
5 **A** ☐ Mike says YouTubing is more difficult than people think.
B ☐ Mike says YouTubing is not as difficult as people think.
6 **A** ☐ Mike knows that people will always like his posts.
B ☐ Mike is never 100% sure if people will like what he posts.

....../6

Writing

6 **Write a text presenting your idea for a YouTube channel. Answer these questions in your text. (100-120 words)**

- What is your YouTube channel topic?
- Why did you choose this topic?
- What is the purpose of your channel?
- Who is your target audience?
- What kind of content are you going to post?
- How often are you going to post?
- Who are you going to work with on the channel?
- What roles are the different team members going to have?

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....../25

Speaking

7 In pairs, ask and answer questions with your partner or teacher.

PART A

Student A **Tell me about…**	**Student B** **Tell me about…**
1 the types of transport you use.	**1** the town you live in and what you like doing there.
2 what you like wearing on special occasions.	**2** what you like to wear around the house.
3 what you'd like to do when you leave school.	**3** your plans for the future.
4 things you love doing.	**4** things you hate doing.
5 your family and pets.	**5** your favourite possessions.
6 your favourite food.	**6** a meal to remember.

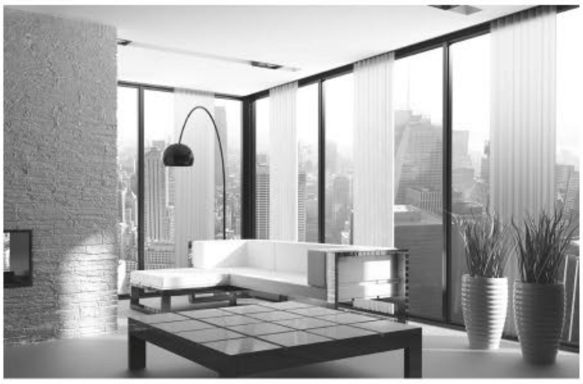
……/10

PART B

Student A

Imagine you live in the house in your photo.
Show your photo to Student B and talk about:

- where the house is
- what shops and services there are near the house
- the room in the photo and the rest of the house
- who lives in the house with you, their personalities and how they dress
- what the people in the house do in life and what they do at the weekends
- what they did in the past and some of their life experiences.
- their plans for the future.

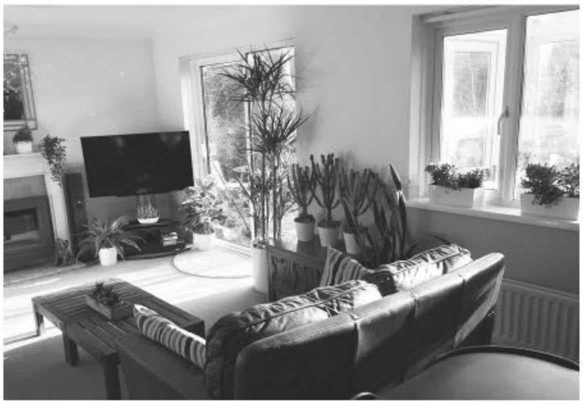


Now compare the house in your photo with the house in Student B's photo. Tell Student B why he/she should live in the house in your photo and why.

Student B

Imagine you live in the house in your photo.
Show your photo to Student A and talk about:

- where the house is
- what shops and services there are near the house
- the room in the photo and the rest of the house
- who lives in the house with you, their personalities and how they dress
- what the people in the house do in life and what they do at the weekends
- what they did in the past and some of their life experiences.
- their plans for the future.



Now compare the house in your photo with the house in Student A's photo. Tell Student A why he/she should live in the house in your photo and why.

……./10

Total …../100

Recupero

Starter
RECUPERO

Goals A2

Name .... Class ....

Unit A

Verb *be*: positive and negative

1 Completa con la forma affermativa (✓) o negativa (✗) del verbo *be*.

1 It .... half past two. (✓)
2 I .... from Leeds. (✓)
3 Lisa .... in the classroom. (✗)
4 You and Grace .... fifteen. (✓)
5 I .... Stella! (✗)
6 We .... late! (✓)
7 They .... in my class. (✗)
8 Eric .... at the cinema. (✓)

Subject pronouns and possessive adjectives

2 Completa con il pronome soggetto o l'aggettivo possessivo corretto.

their • your • our • they • her • its • she • my

1 Dana is my friend. ....'s fourteen.
2 We are students. .... classroom is Room 12.
3 Lily and Harry are British. ....'re from Britain.
4 Hi, I'm Lucy. .... school's near the park.
5 Mo and Viki are my friends. .... dad's a teacher.
6 Alex, look! .... phone's on the floor!
7 Orla's 14. .... birthday's on Tuesday.
8 Look at that car. .... window's open.

Cardinal numbers and the time

3 Scegli l'alternativa corretta A, B o C.

1 It's twenty-five past three
A 3.20 **B** 2.35 **C** 3.25
2 five hundred and seventeen
A 517 **B** 570 **C** 715
3 It's twenty to nine
A 9.20 **B** 8.40 **C** 8.20
4 eighty-four
A 48 **B** 804 **C** 84
5 seven hundred and six
A 760 **B** 706 **C** 670
6 It's quarter to one
A 1.15 **B** 12.45 **C** 1.45
7 one hundred and twelve
A 120 **B** 112 **C** 121
8 It's half past ten
A 10.30 **B** 10.10 **C** 9.30

this, *that*, *these*, *those*

4 Completa con *this*, *that*, *these* o *those*.

1 Is .... your book on the table there?
2 .... girls over there are at my school.
3 Are .... your pens on the desk here?
4 .... is my desk here.
5 Are .... boys over there your friends?
6 .... is my bike. It's new.
7 .... biscuits are delicious!
8 Is .... your dad over there?

Unit B

Verb *be*: questions and short answers

5 Completa le domande con *am*, *is* o *are*. Poi completa le risposte.

1 '........................ Jacob fourteen?' 'Yes, ...'
2 '........................ they fun?' 'No, ...'
3 '........................ I a good student?' 'Yes, ...'
4 '........................ they from London?' 'Yes, ...'
5 '........................ I late again?' 'No, ...'
6 '........................ this our classroom?' 'Yes, ...'
7 '........................ Hugo here?' 'No, ...'
8 '........................ it 9 o'clock?' 'No, ...'

Days, months, seasons, ordinal numbers and the alphabet

6 Scegli l'alternativa corretta.

1 Carnevale is usually in **January** / **February**.
2 It's my **fifteenth** / **fifteen** birthday today.
3 Sunday, Monday, **Thursday** / **Tuesday**, Wednesday.
4 December is in **winter** / **summer**.
5 one, two, **three** / **third**, four.
6 H, I, **J** / **L**, K.
7 July is in **spring** / **summer**.
8 Friday, Saturday, **Sunday** / **Monday**.

Question words

7 Completa con le parole date.

How • What • How old • Who • Where • When • Which • What time

1 '........................ are you?' 'I'm fifteen.'
2 '........................'s Amy?' 'She isn't here.'
3 '........................ our English lesson?' 'It's at 10 o'clock.'
4 '........................ girl's your sister?
5 '........................ do you spell your name?' 'A-N-N-E.'
6 Is that your dog? ....'s its name?
7 '........................'s your English teacher?' 'Mrs. Green.'
8 '........................'s your birthday?' 'It's today!'

Starter
RECUPERO

Name .... Class ....

Unit C

The classroom

8 Completa i nomi degli oggetti nell'aula.

1 Sit down on your ch _ _ r, please.
2 The books are on the _ _ sk.
3 The do _ _ is open.
4 The clock is on the _ _ ll .
5 The wi _ _ ows are closed.
6 My bag is on the fl _ _ r.
7 This is not my e _ _ _ cise b _ _ k.
8 The b _ n is black.

Prepositions of place (1)

9 Abbina l'inizio delle frasi (1-8) alla fine delle frasi (a-h).

1 .... The teacher is in front
2 .... The clock is between
3 .... The map is
4 .... The bin is in
5 .... The ruler is in
6 .... The calculator is
7 .... The pen is under
8 .... The chair is next

a on the wall.
b on the desk.
c of the board.
d to the desk.
e your pencil case.
f the windows.
g the notebook.
h the corner.

Object pronouns

10 Completa con un pronome soggetto o complemento.

1 'When's the test?' ....'s tomorrow.'
2 'Which student is Leo?' 'That's .... next to Tim?'
3 Excuse .... Is that the computer room?
4 Here are my answers, but don't copy ....
5 Jacob and I aren't at school. ....'re at home!
6 My brother's in year 8 now. ....'s 12.
7 This T-shirt is a good colour for you. Look at ....
8 Those boys are Jack and Joe. ....'re great.
9 Use my phone if .... want.
10 Which is your mum in the photo? Is that .... ?

Imperatives

11 Completa il dialogo con la forma corretta dell'imperativo dei verbi dati.

put (x2) • use • write (x2) • sit • pay • listen

Teacher Good morning, class. [1] .... down quickly. No, [2] .... your phones on your desks. [3] .... them in your bags. Now, [4] .... attention. The listening test is today.
Class Oh no!
Teacher Yes. [5] .... to the audio and [6] .... the answers in your exercise books. Yes, Kim?
Kim In pencil or in pen, Miss?
Teacher [7] .... in pencil. Not for the test. [8] .... a pen, please. Is that clear?

Starter A ➜ Starter C

12 Scegli l'alternativa corretta.

Hi, I'm Jules and I'm fifteen. [1]**My** / **I** birthday [2]**are** / **is** in spring. [3]**When** / **Which** day is it? It's on the [4]**second** / **two** of April. Louisa and Eddie [5]**are** / **is** my friends. [6]**Who** / **How old** are they? [7]**They** / **Their** are fifteen too.

[8]**We** / **Them**'re all in the same class. [9]**Us** / **Our** classroom is Room **18** / **18th**. [11]**It** / **She**'s the only classroom with 3 [12]**floors** / **windows**. It's cold in [13]**winter** / **summer**!

My desk's [14]**above** / **between** Louisa and Eddie. My favourite lesson is English. It's at [15]**half** / **thirty** past nine on [16]**May** / **Monday** and Friday.

[17]**This** / **Those** year our teacher is Mr Grey. The lessons are all in English. For example – Mr Grey: 'Class, [18]**sit** / **move** your desks together and [19]**work** / **pay** in pairs.' Is it fun? Yes, [20]**is it** / **it is**!

Unit 1
RECUPERO

Goals A2

Name ……………………………………… Class ………………………

Countries, nationalities and abilities

1 Completa con una parola.

1 Nancy's from China. She's …………… .
2 Leo's an artist. He can …………… good pictures.
3 Niamh's Irish. She's from …………… .
4 Noah can …………… English and French.
5 We're from Poland. We're …………… .
6 They are Brazilian. They're from …………… .
7 Eli can …………… the guitar. He's very musical.
8 I can't …………… a bike!

Verb *be*

2 Completa con *be* nella forma corretta. Usa la forma contratta quando possibile.

1 Rome and Venice …………… in Italy.
2 Harry Styles …………… English, not American.
3 Livia …………… good at chess. She's terrible!
4 '…………… you from Canada?' 'No, I'm American.'
5 I …………… interested in languages. They're fun!
6 Is Scotland in the UK? Yes, it …………… .
7 We …………… Spanish. We're Italian.
8 It …………… my birthday today. It's tomorrow.

Articles: *a*, *an* and *the*

3 Completa con *a*, *an* o *the*.

My friend, Carlotta, is from Liverpool. It's [1] …………… city on [2] …………… coast of England. It isn't [3] …………… capital of England, of course, but it's [4] …………… interesting city. Carlotta is [5] …………… very talented person. She's [6] …………… artist and [7] …………… singer. Carlotta isn't [8] …………… English name. It's Italian. Her mum's from Italy!

Her dad's from Sefton. It's [9] …………… small village near Liverpool. It's [10] …………… historic place and it's really nice. [11] …………… centre is famous for beautiful houses and [12] …………… spectacular church.

Verb *can*: ability and possibility

4 Completa con le parole tra parentesi e *can* nella forma corretta.

A Are you a good actor, Noor?
B No, [1] …………… (I/not act). [2] …………… (you/act)?
A Yes, I can. And [3] …………… (I/sing) [4] …………… (you/sing)?
B No, [5] …………… (I/not). But [6] …………… (my friend Rudy/sing). He's a good singer.
A [7] …………… (he/play) the drums?
B Yes, he's very musical. [8] …………… (he/play) the drums and the guitar. [9] …………… (you/play) a musical instrument?
A Yes, [10] …………… (I/play) the guitar, but [11] …………… (I/not/draw). I'm not artistic. [12] …………… (you/draw)?
B Yes, I can. I'm quite good! I want to be an artist.

Level of ability

5 Scrivi frasi usando la forma corretta del verbo *be* e *good*/*great*/*hopeless* (ecc.) *at* + sostantivo o verbo o *can* nella forma corretta.

1 Tara/pretty good/sing.
2 Karim/dance/really well.
3 Ed/hopeless/chess.
4 Billie/ride/a bike at all.
5 Nikki/speak/English quite well.
6 Ella/not very good/skateboard.
7 Viraj/great /draw.
8 Beth/not swim/very well.

6 Completa con una parola.

My name's Loris. I'm from [1] …………… UK. My friends are very talented. Rosie, can draw very [2] …………… . Jett's [3] …………… good at chess and his mum's from [4] …………… , so he [5] …………… speak Spanish. Colm's very musical. He can play [6] …………… guitar really well and he's great at the piano. Ella's [7] …………… talented person too. She [8] …………… musical, she [9] …………… play a musical instrument, but she is very sporty. She can swim and skateboard really well. And what about me? [10] …………… I talented? Well, I can [11] …………… a bike and I can cook: I [12] …………… make fantastic cupcakes! What [13] …………… you do? [14] …………… you talented? What [15] …………… you good at?

Unit 2 RECUPERO

Goals A2

Name .... Class ....

Family and personal possessions

1 Completa con le parole date.

aunt • niece • rucksack • watch • bike • e-reader • trainers • sister

1 Are your things in your .... for school tomorrow?
2 My mum's got 2 daughters – me and Lisa. Lisa's my ....
3 Eoin's got 100 books on his ....
4 These .... are perfect for football.
5 Harry's my uncle. Dana's his wife. She's my ....
6 You've got a .... What's the time?
7 Can I ride your .... to the park, Jared?
8 Mum's brother's daughter is her ....

Plural nouns

2 Completa con la forma corretta delle parole tra parentesi.

1 Lyra and Jade are my .... (cousin).
2 Rudy's got four .... (watch).
3 Are there any .... (tomato) in the salad?
4 Kai's got two .... (shelf) above his bed.
5 Lots of .... (person) have got pets.
6 My rabbit's got eight little .... (baby)!
7 There are seven .... (day) in a week.
8 These are some .... (photo) of my holiday.

Possessive *'s*

3 Riscrivi le parole sottolineate aggiungendo la forma possessiva *'s* o solo *'*.

1 Where are Max headphones? ....
2 Is that your sister bike? ....
3 My grandparents house is great. ....
4 Dylan dog's black and white. ....
5 The children books are on the table. ....
6 The students classrooms are very modern. ....

Verb *have got*

4 Completa con la forma corretta di *have got* seguendo le indicazioni. Usa la forma contratta quando possibile.

1 Thea .... a brother. (✗)
2 We .... two cats. (✓)
3 .... (you) my headphones? (?)
4 I .... an English dictionary. (✗)
5 .... (Ali and Kim) got new rollerblades?
6 Milo .... a new laptop. (✓)

Possessive pronouns and *Whose…?*

5 Completa con una parola.

1 .... clothes are these? Freya, are they yours?
2 'Is this your T-shirt?' 'No. .... 's blue.'
3 'Is this Tom's phone?' 'Yes, it's ....'
4 Whose bike is that? Is it .... , Alex?
5 'Is that your room?' 'No, it's Ada and Eva's. It's ....'
6 These are our pet fish. They're ....

there is, *there are*, *some* and *any* (1)

6 Completa con *there is* o *there are* nella forma corretta. Usa *some* o *any* quando possibile.

1 .... a big mirror on my bedroom wall. (✓)
2 .... great clothes in that shop. (✓)
3 .... cushions on your sofa. (✗)
4 .... a red pen in your pencil case?
5 .... rugs in our house. (✗)
6 .... sandwiches on the table. (✓)
7 .... of your friends at the park today?
8 .... a Maths test today. (✗)

7 Scegli l'alternativa corretta.

Hi, my name's George. I'm fourteen. I ^{1}**'ve got** / **'s got** / **got** one ^{2}**brother** / **sister** / **aunt**, Finn. He's sixteen. Our room ^{3}**have** / **'ve got** / **'s got** light blue walls and two ^{4}**wardrobes** / **mirrors** / **rugs** for our clothes. There are also two desks with ^{5}**shelf** / **shelfs** / **shelves** above them. My desk's new, but ^{6}**Finns'** / **Finn's** / **Finns's** is old. Finn and I play a lot together on our ^{7}**games console** / **e-reader** / **fitness tracker**. FIFA's our favourite! Our grandparents ^{8}**has got** / **haven't** / **have got** the house next to ^{9}**theirs** / **ours** / **yours**. It isn't ^{10}**they** / **theirs** / **them**. It's my uncle's house. ^{11}**There's** / **Is there** / **There are** a bigTV in the livingroom, but ^{12}**there aren't** / **is there** / **there isn't** a computer. There are ^{13}**any** / **some** / **a** old pictures and a lot of books. We haven't got ^{14}**any** / **some** / **a** books at our house – we've got e-readers!

Unit 3
RECUPERO

Name .... Class ....

Goals A2

Free-time activities and sports

1 Completa con le parole date.

go to • sports • do • hang out • play in • go for • play • listen to

Hi, I'm Mason. In my free time, I [1] .... music and I [2] .... with my friends. My best friends, Leo and Hal [3] .... a band. They're really good! On Saturday afternoons, in winter, we [4] .... the cinema together and on Sunday mornings we go to the [5] .... club and [6] .... weights. At weekends, in summer, we [7] .... a walk or we [8] .... basketball in the park with our friends.

Present simple (1): positive and negative

2 Completa con la forma corretta dei verbi tra parentesi.

1 Jess and I .... (go) cycling on Saturdays.
2 Milo is cool. He .... (play) in a rock band.
3 They .... (not do) Art at their school.
4 She .... (not write) a blog.
5 I .... (read) online articles about fashion.
6 Tickets to the match .... (not cost) much.
7 We .... (not listen) to jazz. It's boring!
8 My little sister .... (have) fun at camp.

Present simple (2): questions and short answers

3 Completa con la forma corretta del Present simple dei verbi tra parentesi e le risposte brevi.

1 A [1] .... (you/know) Elsa?
B No, [2] ....
2 A [3] .... (Chloe/like) basketball?
B No, [4] ....
3 A Where [5] .... (Anna/sit) in class?
B [6] .... (sit) next to me.
4 A [7] .... (your friends/hang out) in the park?
B No, [8] ....
5 A [9] .... (Yuri and Dana/go) to the beach every summer?
B Yes, [10] .... Lucky them!
6 A [11] .... (you and Alex/watch) YouTube videos every day?
B Yes, [12] ....
7 A [13] .... (Arlo/take) a lot of photos?
B Yes, [14] ....
8 A What [15] .... (you and Eva / do) in your free time?
B [16] .... (do) a lot of sports.

Adverbs and expressions of frequency

4 Scegli l'alternativa corretta.

1 Sam is **always** / **never** late for school! He can't get up!
2 Anna goes shopping **every weekend** / **hardly ever**. She loves it.
3 Dylan **never** / **often** makes videos in his free time. They're very good.
4 We **never** / **always** use our phones in class.
5 Ivy plays volleyball **once a week** / **twice a week**, on Tuesdays and Fridays.
6 Teri **hardly ever** / **usually** listens to podcasts on the bus. She likes them.
7 It's **sometimes** / **sometimes is** hot in Scotland in summer.
8 Lori **often** / **never** goes cycling. He hasn't got a bike.

like, love, hate, enjoy, don't mind

5 Completa le frasi con i verbi dati nella forma corretta.

get up • do • run • watch • make • go • play • have

1 Lily and Olivia enjoy .... to the gym.
2 Jayden likes .... football on the beach.
3 Maddie hates .... in the park.
4 I love .... romantic films.
5 Caden doesn't mind .... a small bedroom
6 Lucas loves .... late on Sundays.
7 Brayden hates .... athletics at school.
8 I enjoy .... videos of my cat.

6 Completa con le parole tra parentesi nella forma corretta.

Zoe [1] .... (often/hang out) with friends after school. They [2] .... (usually/go) for a walk in the park.
It [3] .... (always/be) fun. Zoe [4] .... (like/make) videos of her friends and they all [5] .... (love/take) photos. How often [6] .... (you/see) your friends?
What [7] .... (you/like/do)? Zoe and her friends [8] .... (love/play) volleyball too. They [9] .... (often/go) to the sports club and play volleyball there.
There's a swimming pool too.
[10] .... (Zoe/like/swim)?
No, [11] .... (she/not)!
[12] .... (she/hate) it!

Unit 4
RECUPERO

Name .... Class ....

Daily routine and school subjects

1 Completa con le parole date.

get (x2) • do • brush • Chemistry • have (x2) • go to • get up • have a snack • Foreign Languages • get dressed

What's my daily routine? On weekdays I 1 .... early and I have a quick shower. I 2 .... before I have breakfast. Then, I 3 .... my teeth and I 4 .... the bus to school. We 5 .... a break at 10.30. I'm studying three 6 .... including English and three sciences – Biology, Physics and 7 .... this year. Lessons finish at 4.00. I 8 .... home at 4.30 and I 9 .... and then I 10 .... my homework. After that, I hang out with friends. I 11 .... dinner with my family at about 8.00. I usually 12 .... bed at 10.30. That's my day.

Prepositions of time

2 Completa con *in*, *on*, *at*, *before* o *after*.

1 I often go shopping .... the weekends.
2 Is your birthday .... spring?
3 Our PE lesson is .... 11.30 today.
4 Dale never gets up .... 7.00. It's too early!
5 There's a concert .... the 12th March.
6 I do my homework .... the afternoons.
7 The party finishes .... midnight.
8 Liv plays basketball .... Tuesdays.
9 We have D&T lessons .... Fridays.
10 Ida's got a piano lesson .... school today.

Present continuous

3 Completa con i verbi tra parentesi e le risposte brevi.

1 Ollie .... (not dance) with Jade right now.
2 Liv .... (do) her hair at the moment.
3 '.................................... (your cousins/stay) with you?' 'Yes, ... '
4 We .... (walk) to school today.
5 '.................................... (Irina/have) lunch now?' 'No, ... '
6 Andy .... (not listen) to the teacher at the moment.
7 The students .... (not study) robotics this week.

Present continuous vs Present simple

4 Scrivi frasi usando i suggerimenti dati.

1 the students/enjoy/coding this year.
2 Jay/usually/have/a shower before breakfast.
3 I/not understand/this question.
4 Dani/always/walk to school?
5 Ebony/never/get up/early on Sundays.
6 Reese/have/Maths lessons/twice a week.
7 the bus/come/now?
8 Tilda/do/her homework at the moment.

Present continuous and Present simple: future

5 Completa con il Present simple o il Present continuous dei verbi tra parentesi.

Hey Sofie. I can't wait to see you tomorrow! My mum 1 .... (come) to get you at the station. Your train 2 .... (arrive) at 10.30, right? We 3 .... (have) lunch at home, but remember we 4 .... (spend) the rest of the day on the beach. My friend, Ali 5 .... (meet) us there and in the evening we 6 .... (go) to a beach party for Nadia's birthday. She always 7 .... (have) a party on the beach because her birthday's in July. It 8 .... (start) at 8 and 9 .... (finish) late! It 10 .... (be) usually a Caribbean theme. I 11 .... (hope) you've got something to wear! I 12 .... (wear) my brother's Bermudas!

Xx Amy

6 Scegli l'alternativa corretta A, B, C o D.

1 Smita sometimes .... dressed after breakfast.
A gets **B** has **C** goes **D** does
2 We .... in a hotel in the mountains this week.
A stay **B** 're staying **C** is staying **D** stays
3 Lexi always .... fun at Molly's house.
A has **B** is having **C** have **D** are having
4 Grandad usually goes for a walk .... the afternoons.
A on **B** at **C** in **D** after
5 The teacher .... us a test tomorrow.
A gives **B** is giving **C** are giving **D** give
6 Are you brushing your .... with my brush?
A bed **B** teeth **C** shower **D** break
7 The concert .... at 8.00 tomorrow. Don't be late!
A start **B** are starting **C** starts **D** is starting

Unit 5
RECUPERO

Name ……………………………… Class ………………

Food and drink, portions and containers

1 Completa con le parole date.

beef • milk • onions • slice • bowl • ham • fruit juice • peas • packet • apples • piece • peaches

fruit	………………………………
meat	………………………………
vegetables	………………………………
drink	………………………………
portions	………………………………
containers	………………………………

Countable and uncountable nouns, *some* and *any* (2)

2 Completa con *a/an*, *some* o *any*.

1 I'm having ……………… ham and ……………… egg for lunch.
2 We haven't got ……………… potatoes or rice!
3 Have you got ……………… chicken sandwiches?
4 We need to buy ……………… cheese and ……………… milk.
5 There's ……………… pear and ……………… apricots in the kitchen.
6 Zandra is making ……………… chocolate cupcakes.
7 There aren't ……………… beans but there are ……………… peas.
8 I have ……………… coffee every day but I never drink ……………… tea.

How much, How many…?

3 Completa con *How much* o *How many…?*.

1 ……………… sugar is in this cake?
2 ……………… biscuits are left?
3 ……………… cheese can we have?
4 ……………… peaches are there?
5 ……………… milk do you want?
6 ……………… peppers do we need?
7 ……………… pieces do you want?
8 ……………… water do you drink?

a lot of/lots of, (not) much/many, a little/a few, no

4 Scegli l'alternativa corretta.

1 The cake has **a few** / **a little** pieces of fruit on top. Nice!
2 There is **any** / **no** cheese on that pizza.
3 There isn't **much** / **a little** beef in these sandwiches.
4 Stella eats **a lot of** / **much** fish.
5 It's very hot today. Drink **a few** / **lots of** water!
6 There aren't **many** / **no** peaches in the shops now.
7 Can I have **many** / **a little** ketchup on my chips, please?
8 Cade's buying **a few** / **a lot** tomatoes for dinner.

too much/too many, too little/too few, (not) enough

5 Completa con *too much/too many*, *too little/too few*, *(not) enough*.

1 There are ……………… tickets. We need one more.
2 This tea has ……………… sugar in it. It's really sweet!
3 Have an apple, Bobbie! You eat ……………… fruit.
4 We can't make risotto. There is ……………… rice.
5 Have we got ……………… eggs to make a cake?
6 We can't all sit down. There are ……………… chairs.
7 Bailey can't carry all those books. He's got ……………… !
8 There's ……………… time to cook. Let's order in.

6 Completa il dialogo con una o due parole.

A Hi, Kim. Are you coming to the picnic tomorrow?
B Yes, I'm bringing [1] ……………… crisps.
A Good idea. [2] ……………… bags are you bringing?
B One.
A That's not [3] ……………… ! We need at least ten!
B No! That's [4] ……………… bags. Five is OK. What are you bringing?
A [5] ……………… cans of fizzy drinks.
B OK. Are you bringing [6] ……………… water?
A Yes, I can carry a [7] ……………… water, but not [8] ……………… – it's very heavy. I'm bringing some [9] ……………… – bananas and a [10] ……………… peaches. I'm buying [11] ……………… of apples too.
B OK. And I can bring a cake. We can all have a [12] ……………… of that.

Unit 6
RECUPERO

Goals A2

Name .... Class ....

Jobs and life events

1 Scegli l'alternativa corretta.

1 Jack's always making videos. He wants to be a(n) **director** / **inventor**.
2 Rex can draw really well. He's a good **singer** / **artist**.
3 Devi **grew up** / **worked for** in India before she moved to the UK.
4 Arya wants to be an **entrepreneur** / **actress** and start a business.
5 My brother's **doing a degree** / **retiring** in Medicine.
6 Ainsley is a **director** / **journalist**. He writes for a website.
7 Grandad's **graduating** / **retiring** from his job next year.
8 Xavier is a photographer. He works **as** / **for** a magazine.

Past simple: verb *be*

2 Scrivi frasi con il Past simple del verbo *be* usando i suggerimenti.

1 Ilya and I/be/at the cinema last night.
2 you/be/very late yesterday.
3 the teachers/be/nice at your last school?
4 Evan/not be/ready to go.
5 the concert/be/good last night?
6 you/not be/at the beach last weekend.
7 Cody and Noor/not be/at Anna's party.
8 Where/you/be/born?

Past simple: positive (regular and irregular verbs)

3 Completa con i verbi tra parentesi al Past simple.

Yesterday, I ^{1} .... (get up) early and ^{2} .... (have) a shower. Then, I ^{3} .... (eat) a slice of toast and ^{4} .... (leave) for school. I ^{5} .... (meet) my friend Steffi on the bus. We ^{6} .... (chat) about stuff and she ^{7} .... (show) me some photos of her cat. It's really cute! The bus was slow, so we ^{8} .... (arrive) late. The teacher wasn't angry – she ^{9} .... (say) it was OK. Then, she ^{10} .... (give) us all a surprise test! Seriously?

Past simple: negative and questions

4 Completa con i verbi dati al Past simple.

dance with • not work • eat • not go out • move to • not take • leave • tell

1 Where .... (they)? Milan or Rome?
2 Astrid .... for a film studio last year.
3 How many biscuits .... (Kurt)?
4 Todd .... this photo. He's in it.
5 .... (Zack) you his secret?
6 Why .... (Yaz) the meeting early?
7 Who .... (you) at the party?
8 We .... last night.

Subject and object questions

5 Completa con i verbi tra parentesi al Past simple.

1 Who .... (design) these chairs? They're beautiful!
2 How many selfies .... (Benji/take)?
3 Which actor .... (play) James Bond in that film?
4 What .... (happen) to your jacket? It's dirty!
5 Who .... (you/send) the message to?
6 How many people .... (come) to the concert?
7 What .... (you/wear) to the beach last Saturday?
8 Who .... (write) that book?

6 Scegli l'alternativa corretta.

Hi, my name's Lucas and I'm fourteen. I'm English and Italian. My mum ^{1}**was born** / **were born** / **born** in the UK and she ^{2}**grew** / **grow up** / **grew up** there. ^{3}**She graduates** / **She graduated** / **Did she graduate** from London university and then she ^{4}**got married** / **gets married** / **get married**. She ^{5}**didn't** / **weren't** / **wasn't** happy, so she ^{6}**got divorced** / **gets divorced** / **did divorce** and then she ^{7}**she moved** / **she moved to** / **did she move** Italy. Which city ^{8}**she moved to** / **did she move to** / **she did move to?** She ^{9}**choose** / **chose** / **did choose** Milan. She ^{10}**lived alone** / **alone** / **did alone** for a few years and then she got married again. Who ^{11}**did she get married to** / **she got married to** / **to she get married?** My dad! Three years later something important happened to them. What ^{12}**did happen** / **happened** / **happen?** They had a child - me!

Unit 7
RECUPERO

Name .... Class ....

Goals A2

Shops, places in town and transport

1 Completa con le professioni corrette. La prima lettera è data.

1 You can buy medicine here: **c**.................... .
2 You can fly to the USA in this: **p**.................... .
3 You can borrow books here: **l**.................... .
4 This is big and transports things: **l**.................... .
5 You can buy magazines here: **n**.................... .
6 You pay to cross water on this boat: **f**.................... .
7 A professional driver drives you in this car: **t**.................... .
8 You can see a music or sport event here: **s**.................... .

should, shouldn't

2 Completa le frasi con *should* o *shouldn't* e i verbi tra parentesi.

1 We .... (invite) Kurt's sister to the picnic.
2 You .... (eat) a lot of fatty foods.
3 Jace .... (be careful) on his skateboard.
4 What .... (I/buy) in the supermarket?
5 The children .... (not make) so much noise.
6 .... (Ella/do) her homework now or later?
7 You .... (not stay) in the sun. You're all red!
8 Where .... (we go) for our holiday this year?

be going to

3 Completa con le parole date nella forma corretta. Poi decidi se le frasi esprimono intenzioni (I) o previsioni (P).

1 There is too much homework. I .... (not finish) it all. ....
2 Which T-shirt .... (you/buy)? ....
3 Where's the bus? We .... (be late) for school. ....
4 I .... (have) a sandwich for lunch. What about you..........
5 This is a difficult test. I .... (not get) a good mark. ....
6 Hurry up! The train .... (leave) without us! ....
7 .... (we/meet) Joel at the park? ....
8 .... (Amy/have) a birthday party? ....

Prepositions of movement

4 Scegli l'alternativa corretta.

1 Carla walked **around** / **past** the centre for an hour.
2 The tourists walked **across** / **past** the museum: they didn't go inside.
3 Eva took the bus **from** / **through** her house **over** / **to** the shopping centre.
4 Sami walked **over** / **across** the park to get home.
5 Our boat is going to go **under** / **across** Tower bridge.
6 The boys cycled **through** / **along** the forest.
7 We walked **up** / **down** the stairs to the top of the tower.
8 Kate left the stadium and walked **along** / **towards** the station.

Prepositions of place (2)

5 Completa con *at*, *in* o *on*.

1 Robbie took that photo .... the Brooklyn bridge.
2 I'm going to stay .... home tonight.
3 We're going to meet Sophie .... the square.
4 There are some sandwiches .... the fridge.
5 The library is .... 24 Bridge Street.
6 My parents aren't here. They're .... work.
7 Xavier stayed .... Portugal for two weeks.
8 Why are all your clothes .... the bed?

6 Scegli l'alternativa corretta A, B, C o D.

1 We're going to take the ferry ...... Calais ...... Dover.
A from/at **B** from/to **C** past/to **D** along/at
2 Nora met us in the park on her ....
A lorry **B** ferry **C** scooter **D** tram
3 We slept on the ...... from Rome to Paris.
A motorbike **B** van
C underground **D** coach
4 Kay and Olly had dinner in an expensive ....
A takeaway **B** department store
C hairdresser's **D** restaurant
5 We're having a holiday ...... an Irish island.
A at **B** in **C** to **D** on
6 ...... leave now? It's late.
A Should we **B** We should
C Are we **D** We are
7 Jade is sitting in the ...... eating an ice-cream.
A square **B** hospital
C hairdresser's **D** police station
8 There are a few famous art galleries ...... Madrid.
A at **B** in **C** to **D** on

Unit 8
RECUPERO

Name .... Class ....

Goals A2

Clothes and accessories

1 Completa con le parole date.

belt • tie • coat • joggers • jumper • glasses • socks • scarf • gloves • skirt

Clothes	....
Accessories	....

too, (not) enough + adjectives

2 Completa con *too* o *(not) enough* e gli aggettivi tra parentesi.

1 These trousers are .... (long). I can't walk!
2 Clara is .... (old) to drive a car. She's 14.
3 It's .... (cold) to snow today. It's -2 °C.
4 We can't hear the music. It is .... (loud).
5 Jen can't buy those earrings. They're .... (expensive).
6 My bag is .... (big) for all my books. I need a new one.

Comparative adjectives

3 Completa la seconda frase in modo che abbia lo stesso significato della prima.

1 Bea's dress is nice, but Elena's is really nice.
Elena's dress is .... than Bea's.
2 Yara gets better marks than me.
I get .... marks .... Yara.
3 Allie's house is nearer to our school than Kasha's.
Kasha's house is .... our school than Allie's.
4 Li thinks Spanish is more difficult than English.
Li thinks English is .... Spanish.
5 Jumpers are not as trendy as hoodies.
Hoodies .... than jumpers.
6 The blue hat isn't as big as the red one.
The red hat is .... than the blue one.
7 Long skirts were more fashionable 150 years ago.
Long skirts are .... today than 150 years ago.
8 It isn't as dry today as it was yesterday.
Yesterday was .... than today.

4 Completa con una parola.

1 Taylor's shirt is .... trendier than his dad's one.
2 Kate's 14 and I'm 14 and a half. I'm a .... older than Kate.
3 Mo's hair is as long .... Ella's. Their hair is the same length.
4 This bag is £15 and that one is £55. That one is a .... more expensive!
5 Mason's boots are .... as comfortable as his trainers.
6 Efi's earrings were a .... more expensive than her friend's. They cost £50!
7 I can play my music as loud .... I want!
8 James can swim a .... faster than the other boys. They're really slow!

Superlative adjectives

5 Completa con il superlativo di maggioranza degli aggettivi tra parentesi.

1 Black is .... (good) colour for me. I love it!
2 Remi always wears .... (late) fashions.
3 Armani is one of .... (famous) designers in the world.
4 Elsa is .... (big) trendsetter in our school.
5 This is .... (difficult) exercise. The others were really hard.
6 July was .... (hot) month of the year. Temperatures reached 40 °C.
7 My fitness tracker is .... (good) accessory I've got.
8 Greta is .... (pretty) girl in our class.

6 Scegli l'alternativa corretta.

Jodie and Ben are both 15. They're twins, but Jodie's [1]**a little** / **a lot** older than Ben – she was born ten minutes [2]**the earliest** / **earlier than** him! Do they look the same now? No, they don't! Jodie is not as [3]**tall** / **taller** as Ben. He's [4]**most** / **much** taller than she is now. And Ben' hair is very short. It's a [5]**lot** / **much** shorter than Jodie's. Ben and Jodie are both good at school, but Jodie is a lot [6]**good** / **better** at Maths than Ben. She is [7]**the best** / **better** in her class at Maths. But she is [8]**worst** / **worse** than Ben at D&T. In fact, it's her [9]**less** / **least** favourite subject. Ben is [10]**the more** / **the most** talented designer in the school. None of the other students are [11]**more creative** / **as creative** as Ben. He's interested in designing [12]**tops** / **ties** and dresses, not accessories.

Answer Keys and Audio scripts

DIAGNOSTIC TEST

FILA A

1 D **2** C **3** B **4** B **5** C **6** D **7** C **8** B **9** D **10** B **11** A **12** A **13** C **14** A **15** B **16** C **17** B **18** B **19** A **20** C **21** A **22** D **23** B **24** D **25** C **26** D **27** B **28** C **29** B **30** C **31** B **32** A **33** B **34** A **35** B **36** C **37** B **38** B **39** D **40** A **41** B **42** A **43** B **44** D **45** D **46** C **47** A **48** C **49** A **50** C

FILA B

1 B **2** D **3** A **4** A **5** B **6** A **7** D **8** D **9** A **10** C **11** D **12** B **13** D **14** D **15** C **16** A **17** A **18** D **19** C **20** D **21** C **22** C **23** A **24** A **25** B **26** C **27** C **28** B **29** C **30** A **31** C **32** C **33** D **34** B **35** C **36** D **37** C **38** A **39** B **40** C **41** A **42** D **43** C **44** B **45** A **46** D **47** C **48** A **49** D **50** B

STARTER TESTS

UNIT A – FILA A

1 **1** is **2** isn't **3** are **4** aren't **5** 'm not

2 **1** We're here on holiday. **2** Francesca isn't alone. **3** I'm 14 years old. **4** Tom's a good singer. **5** Amy and Jake aren't at school today. **6** I'm not from Australia.

3 **1** her **2** They **3** He **4** our **5** their

4 **1** my **2** 'm **3** 'm **4** are **5** they **6** are **7** our **8** isn't **9** 's **10** she

5 **1** a/one hundred and eight **2** twelve **3** thirty **4** fifteen **5** ninety-four

6 **1** three o'clock in the afternoon **2** quarter past two in the morning **3** half past eight in the morning **4** quarter to eleven in the morning **5** ten to ten in the evening

7 **1** that **2** these **3** This **4** those **5** These **6** That

8 **1** Hurry up! **2** Don't freak out **3** right **4** Very funny!

UNIT A – FILA B

1 **1** isn't **2** is **3** are **4** 'm not **5** aren't

2 **1** The books aren't there. **2** This class is big. **3** I'm not from London. **4** Mum and dad are on holiday. **5** You're in the same class. **6** Jess isn't at home now.

3 **1** They **2** its **3** His **4** Her **5** We

4 **1** 'm **2** 'm **3** my **4** are **5** We **6** We **7** Our **8** isn't **9** 's **10** he

5 **1** eighty-five **2** thirteen **3** twenty **4** fifty **5** a/one-hundred and six

6 **1** It's two o'clock in the afternoon. **2** It's quarter past eight in the evening. **3** It's twenty to four in the afternoon. **4** It's five o'clock in the morning. **5** It's quarter to ten in the morning.

7 **1** That **2** these **3** Those **4** that **5** This **6** These

8 **1** right? **2** Very funny! **3** Hurry up! **4** Don't freak out!

UNIT B – FILA A

1 **1** Are, 'm not **2** Is, is **3** Are, aren't **4** Are, are **5** Is, isn't

2 **1** Are you 13 years old? No, I'm not. **2** Is your house small? Yes, it is. **3** Are Mark and John in 1B? Yes, they are. **4** Is the test today? No, it isn't. **5** Are your mum and dad from Leeds? Yes, they are.

3 **1** Wednesdays **2** winter **3** March **4** Saturday **5** December **6** autumn

4 **1** the seventh of January, winter **2** the twenty-second of February, winter **3** the ninteenth of April, spring **4** the ninth of July, summer **5** the fourth of October, autumn **6** the thirteenth of November, autumn

5 **1** ABC*D*E **2** FG*H*IJ **3** LMN*O*P **4** QRS*T*U **5** VWX*Y*Z

6 **1** Who **2** Which **3** Where **4** What **5** When **6** How **7** Where **8** What **9** When **10** How old

7 **1** I'm interested in karate classes **2** I'll check my timetable **3** What's your name? **4** See you on Tuesday!

UNIT B – FILA B

1 **1** Are, are **2** Is, is **3** Are, are **4** Are, 'm not **5** Is, isn't

2 **1** Is this test difficult? Yes, it is. **2** Is your sister 16 years old? No, she isn't. **3** Are you happy? Yes, I am. **4** Are her mum and dad teachers? Yes, they are. **5** Are you and Ollie best friends? No, we aren't.

3 **1** spring **2** September **3** Friday **4** winter **5** Tuesday **6** Saturdays

4 **1** the twenty-fourth of January, winter **2** the fifteenth of February, winter **3** the thirteenth of April, spring **4** the fifth of May, spring **5** the nineteenth of June, summer **6** the third of November, autumn

5 **1** LM*N*OP **2** V*W*XYZ **3** A*B*CDE **4** GHI*J*K **5** Q*R*STU

6 **1** Who **2** Which **3** What **4** How **5** Where **6** When **7** Who **8** When **9** Where **10** How

7 **1** When's the Science club? **2** I'll check the timetable. **3** Great! **4** Of course. What's your surname?

UNIT C – FILA A

1 **1** window **2** desk **3** chair **4** wall **5** floor **6** door

2 **1** board **2** clock **3** bin **4** ruler

3 **1** us **2** them **3** you **4** it **5** him **6** It

4 **1** Don't copy **2** Don't eat **3** Open **4** Write **5** Don't be **6** Listen **7** Work **8** Don't make

5 **1** Watch the presentation! **2** Read this book! **3** Don't talk in class! **4** Don't stand on the chair! **5** Be quiet, please!

6 **1** under **2** on **3** between **4** next to **5** in front of **6** behind

7 **1** Any questions? **2** Is it **3** Is that clear? **4** Pay attention. **5** Leave it.

UNIT C – FILA B

1 **1** floor **2** door **3** desk **4** chair **5** window **6** wall

2 **1** notebook **2** eraser **3** map **4** pen

3 **1** them **2** it **3** us **4** him **5** her **6** them

4 **1** Watch **2** Don't copy **3** Read **4** Don't look **5** Don't talk **6** Sit **7** Don't use **8** Do

5 **1** Don't eat! **2** Don't make noise! **3** Work in groups. **4** Listen to the teacher. **5** Close the window.

6 **1** between **2** next to **3** in front of **4** behind **5** on **6** in

7 **1** leave it **2** Any questions? **3** groups **4** Is that clear? **5** Pay attention!

STARTER EXIT TEST

FILA A

1 C **2** D **3** A **4** C **5** B **6** D **7** C **8** B **9** B **10** D **11** D **12** B **13** C **14** A **15** C **16** D **17** B **18** A **19** B **20** D **21** C **22** C **23** C **24** B **25** C **26** D **27** B **28** C **29** A **30** B **31** D **32** D **33** C **34** B **35** A **36** C **37** B **38** C **39** C **40** B **41** A **42** B **43** C **44** A **45** A **46** D **47** B **48** C **49** C **50** B

FILA B

1 B **2** D **3** B **4** D **5** B **6** A **7** B **8** B **9** C **10** B **11** C **12** D **13** A **14** B **15** D **16** C **17** D **18** C **19** A **20** B **21** C **22** D **23** B **24** C **25** B **26** A **27** C **28** C **29** B **30** B **31** C **32** B **33** D **34** C **35** D **36** B **37** D **38** B **39** C **40** A **41** B **42** C **43** C **44** D **45** A **46** C **47** B **48** B **49** C **50** A

UNIT TESTS

Unit test 1 – FILA A

1 **1** South Korean **2** Scotland **3** Brazilian **4** Ireland **5** British

2 **1** speak another language **2** sing **3** draw **4** play chess **5** swim

3 **1** ’re **2** am **3** are **4** Are **5** aren’t **6** ’s **7** Is **8** isn’t **9** ’m **10** ’re

4 **1** an **2** (-) **3** the **4** a **5** the

5 **1** Can, A **2** can’t, P **3** can’t, A **4** can, P **5** Can, A

6 **1** Hazel isn’t very good at acting. **2** Gabe and I are great at chess. **3** Mum and Dad are pretty bad at dancing. **4** Mia is very good at speaking English. **5** Harry is hopeless at riding a scooter.

7 **1** give you my number **2** are you from **3** it like **4** about you **5** see you then

Unit test 1 – FILA B

1 **1** Wales **2** Moroccan **3** Germany **4** Japanese **5** American

2 **1** dance **2** cook **3** ride a bike **4** play the guitar **5** act

3 **1** Is **2** isn’t **3** ’s **4** are **5** ’m **6** is **7** ’s **8** Are **9** am **10** ’re

4 **1** an **2** the **3** (-) **4** a **5** the

5 **1** Can, A **2** can, A **3** can, P **4** can’t, A **5** can, P

6 **1** Deb is great at cooking. **2** I’m not very good at drawing. **3** You’re quite good at singing. **4** Avery and Lane are very good at swimming. **5** My sister is pretty bad at skateboarding.

7 **1** Nice to meet you **2** it like **3** My number’s **4** Got it **5** See you around

Unit test 2 – FILA A

1 **1** cousin **2** sister **3** husband **4** aunt **5** parents

2 **1** e-reader **2** orange **3** rollerblades **4** watch **5** headphones

3 **1** people **2** sandwiches **3** dogs **4** hobbies **5** halves

4 **1** Sara’s skateboard isn’t new. **2** Mark’s band are really good. **3** My city’s park is beautiful. **4** Leo’s sister is Olivia. **5** My grandparents’ house is in London.

5 **1** Oscar and Theo haven’t got a big house **2** My aunt Lucy’s got three daughters. **3** I’ve got a laptop. **4** Has Greta got the concert tickets? No, she hasn’t. **5** Have your grandparents got a pet dog? Yes, they have.

6 **1** Whose **2** yours **3** mine **4** hers **5** his

7 **1** there’s **2** There are **3** There isn’t **4** some **5** any **6** there are **7** There aren’t **8** any

8 **1** space for all of it **2** very big **3** Have you got **4** there’s **5** can put things **6** Are there **7** they’re

Unit test 2 – FILA B

1 **1** brother **2** grandad **3** niece **4** parents **5** wife

2 **1** phone **2** laptop **3** games console **4** green **5** trainers

3 **1** children **2** buses **3** teachers **4** cities **5** lives

4 **1** My cousins’ bedroom isn’t very tidy. **2** My sister’s car is new. **3** This school’s classrooms are big. **4** Mum’s laptop is old. **5** My aunt’s son is my favourite cousin.

5 **1** Hunter’s got a black cat. **2** Your cousins haven’t got a big house. **3** **A** Has Giada got a pet hamster? **B** Yes, she has. **4** **A** Have Mark and Liam got a new games console? **B** No, they haven’t. **5** I haven’t got a bike.

6 **1** Whose **2** ours **3** theirs **4** hers **5** his

7 **1** There’s **2** There aren’t **3** any **4** some **5** there are **6** There isn’t **7** any **8** some

8 **1** ’s your room like **2** a lot of space **3** What colour are **4** I’ve got **5** Have you got **6** Is it **7** it’s

Unit test 3 – FILA A

1 **1** go for a walk **2** make videos **3** write a blog **4** read online articles **5** play video games **6** play in a band

2 **1** plays basketball **2** does martial arts **3** go cycling **4** go swimming **5** does weights **6** go skiing

3 **1** speak **2** don’t travel **3** live **4** walk **5** like **6** don’t do **7** sings **8** plays

4 **1** Do Kim and Joe play football? Yes, they do. **2** Do you and Mila go shopping at the weekends? No, we don’t. **3** Does Carla like sushi? Yes, she does. **4** Do you and Max go to the beach in summer? No, we don’t. **5** Does Josh write a blog? Yes, he does.

5 **1** usually visits **2** sometimes go shopping **3** plays, twice a week **4** is always **5** never go **6** hardly ever wins

6 **1** likes watching **2** love having **3** hate taking **4** doesn’t mind walking **5** likes making **6** loves singing

7 **1** Do you like making videos? **2** No, I don’t. **3** Really? I do and I love taking photos. **4** So, do I.

Unit test 3 – FILA B

1 **1** play video games **2** hang out **3** go to the cinema **4** watch **5** go to dance **6** go shopping

2 **1** goes running **2** does gymnastics **3** play football **4** do athletics **5** goes skiing **6** do, martial arts

3 **1** cooks **2** works **3** doesn’t go **4** watches **5** plays **6** goes **7** listens **8** writes

4 **1** Do the children draw in class? Yes, they do. **2** Does Lily message friends at school? No, she doesn’t. **3** Does Charles play the guitar? No, he doesn’t. **4** Does Miss Smith give you a lot of homework? Yes, she does. **5** Do you take photos with your phone? Yes I do.

5 **1** goes, twice a week **2** hardly ever hangs out **3** rarely tidy **4** is never **5** always walk **6** usually takes

6 **1** hate listening **2** doesn't mind doing **3** loves winning **4** like playing **5** doesn't mind cooking **6** loves chatting

7 **1** I love trap music. **2** So do I. My favourite trapper is Ghali. **3** Really? I prefer Leon Faun. I don't like jazz. **4** Neither, do I.

Unit test 4 – FILA A

1 **1** get home **2** have shower **3** get up **4** get dressed **5** brush my teeth

2 **1** b **2** e **3** d **4** g **5** a

3 **1** before **2** on **3** at **4** in **5** on **6** in

4 **1** are you doing, 'm making **2** 're going, Are you coming **3** isn't getting dressed, 's studying **4** Is Mark sleeping?, 's having **5** aren't staying, 're camping

5 **1** is studying **2** doesn't want **3** has **4** gets up **5** studies **6** is helping **7** 're preparing **8** is

6 **1** We are going on holiday to France next summer. **2** The school bus leaves at 8.00 am. **3** Our teacher isn't giving us a test tomorrow. **4** They are practising for the concert this weekend. **5** The film starts at 4.30 pm.

7 **1** Let's go **2** I'm not sure **3** How about **4** 'd rather **5** Shall we **6** Good idea

Unit test 4 – FILA B

1 **1** get up **2** have lunch **3** lessons start **4** do my homework **5** go to bed

2 **1** g **2** f **3** d **4** b **5** a

3 **1** at **2** on **3** on **4** after **5** in **6** at

4 **1** Are we having, 're going **2** isn't winning, 're playing **3** are you going?, 're driving **4** 's crying, 's giving **5** isn't training, 's studying

5 **1** loves **2** meets **3** is learning **4** 's making **5** 's helping **6** 're teaching **7** isn't **8** 's running

6 **1** Chloe studies with Jo on Mondays. **2** I'm not working tomorrow evening. **3** Lucy is starting university in September. **4** We're celebrating my birthday on Saturday. **5** The exam begins at 8.45.

7 **1** Do you want to **2** Sorry, I can't **3** How about **4** Great, I'd love to **5** See you **6** OK, cool

Unit test 5 – FILA A

1 **1** peach **2** bread **3** courgette **4** potatoes **5** biscuits

2 **1** tins **2** slice **3** packet **4** piece **5** bowl

3 **1** some sandwiches **2** any plates **3** some fruit juice **4** some music **5** a wireless speaker

4 **1** How much TV do you and your family watch? **2** How many rooms are there in your house? **3** How many pairs of shoes does Laila own? **4** How much sport does Liam do? **5** How much homework do you get at weekdays?

5 **1** lots of **2** a few **3** much **4** a little **5** many

6 **1** enough time **2** too few people **3** too much junk food **4** too many tourists **5** enough money

7 **1** Are you ready **2** please **3** get you **4** I'll have **5** Would you **6** that **7** thank you **8** Anything to **9** That's **10** Here

Unit test 5 – FILA B

1 **1** apple **2** eggs **3** onions **4** fizzy drink **5** octopus

2 **1** bowl **2** glass **3** slice **4** carton **5** bottles

3 **1** a cake **2** some sugar **3** any eggs **4** some candles **5** any ideas

4 **1** How much money do Lara and Jon spend at the weekends? **2** How many times a day do you check your phone? **3** How many video games does Jake own? **4** How much water do you drink every day? **5** How many pairs of jeans does your sister have got?

5 **1** a lot of **2** lots of **3** no **4** a little **5** much

6 **1** too much homework **2** enough space **3** too little fruit **4** enough money **5** too many options

7 **1** get you **2** I'd like **3** please **4** out of **5** I'll have **6** Anything to **7** Is that **8** thanks **9** That's **10** you are

Unit test 6 – FILA A

1 **1** e **2** a **3** c **4** d **5** g

2 **1** was born **2** lives with **3** got married **4** grew up

3 **1** was **2** was **3** were **4** was **5** was **6** weren't

4 **1** When was Luke's birthday? It was last weekend. **2** Who were Luke's visitors? His cousins. **3** Why was Luke worried? Because there was a lot of traffic **4** Were they late? No, they weren't.

5 **1** went **2** didn't study **3** arrived **4** rained **5** didn't like

6 **1** When did they go on holiday? d **2** What did you get for Christmas last year? f **3** What happened at school yesterday? b **4** Did Liam see the film yesterday? a **5** Who gave you the answers? c **6** Did you talk to Ms Lee? e

7 **1** How was your Sunday? **2** Not bad. I went into the centre. Afterwards, I went to Mark's party. **3** Did you have a good time? **4** No, I didn't. What did you do? **5** I went to the cinema with my brothers.

Unit test 6 – FILA B

1 **1** f **2** a **3** e **4** c **5** g

2 **1** moved to **2** have children **3** retired **4** get a job

3 **1** were **2** was **3** was **4** wasn't **5** was **6** were

4 **1** Where were Emily and Jo? They were at a restaurant/Piero's Steakhouse **2** What was/were delicious? The steak and chips. **3** How was Emily's meal? It was terrible. **4** Was the meal expensive? No, it wasn't.

5 **1** didn't watch **2** didn't do **3** gave **4** travelled **5** got up

6 **1** What did Shelia do last weekend? f **2** How often did you visit Grandma last year? d **3** What made you change your mind? c **4** Did they finish the book? e **5** Who taught you to play the guitar? b **6** Did Mary call me? a

7 **1** What did you do on Saturday? **2** I went to the theatre with Beth. **3** Fantastic! **4** What did you get up to? **5** Well, first Li and I went shopping. Then we hung out at the park.

Unit test 7 – FILA A

1 **1** **c**lothes shop **2** **h**ospital **3** **o**ffice **b**uilding **4** **m**useum **5** **st**adium

2 **1** coach **2** ferry **3** scooter **4** tram **5** van

3 **1** shouldn't **2** should **3** shouldn't **4** shouldn't **5** should **6** shouldn't

4 **1** are not going to stay **2** are going to go **3** is going to drive **4** are going to eat **5** is going to be **6** is going to bring **7** is going to teach **8** Are we going to have

5 **1** rides **2** missed **3** take **4** gets off **5** drives **6** Get into

6 **1** across **2** towards **3** through **4** around

7 **1** in **2** past **3** on **4** at

8 **1** Excuse me, how do I get to the station? **2** Go straight on, then take the first left into Grafton Street. **3** Thank you. How far is it? **4** It isn't far. **5** How long does it take? **6** It's about a 1 minute walk.

Unit test 7 – FILA B

1 **1 s**ports **s**hop **2 t**akeaway **3 c**afé **4 p**ark **5 s**upermarket

2 **1** boat **2** lorry **3** plane **4** taxi **5** underground

3 **1** should **2** shouldn't **3** shouldn't **4** Should **5** should **6** should

4 **1** am I going to do **2** am going to go **3** is going to bring **4** are going to come **5** are not going to sleep **6** are going to go fishing **7** are going to cook **8** are going to tell

5 **1** caught **2** got on **3** riding **4** missed **5** got out of **6** went by

6 **1** under **2** towards **3** across **4** down

7 **1** in **2** on **3** at **4** over

8 **1** Excuse me, can you tell me the way to the museum? **2** Of course. Go past the library and turn left at the roundabout. **3** How far is it? **4** It isn't far. **5** How long does it take? **6** It takes about 5 minutes.

Unit test 8 – FILA A

1 **1** hoodie **2** jumper **3** boots **4** socks **5** dress

2 **1 w**atch **2 f**itness **t**racker **3 s**unglasses **4 b**elt **5 g**loves

3 **1** too short **2** old enough **3** too busy **4** warm enough **5** not interesting enough **6** not strong enough **7** too confusing

4 **1** worse, the worst **2** bigger, the biggest **3** smaller, the smallest **4** funnier, the funniest **5** more/less interesting, the most/least interesting

5 **1** is not as far as the cinema **2** is more exciting than golf **3** are a lot cheaper than the blue shoes **4** much funnier than Taylor **5** less sporty than Carly

6 **1** ~~gooder~~ better **2** ~~a bigger~~ the biggest **3** ~~the more~~ the most **4** ✓ **5** ~~more difficult~~ most difficult **6** ~~trendier~~ the trendiest

7 **1** the highest **2** the best **3** messier than **4** least interesting **5** less exciting than/not as exciting as **6** the most famous

8 **1** I try them on **2** changing rooms are **3** What do you **4** They suit **5** take them **6** That's

Unit test 8 – FILA B

1 **1** trainers **2** leggings **3** sandals **4** top **5** coat

2 **1 r**ing **2 s**carf **3 b**ag **4 c**ap **5 e**arphones

3 **1** too long **2** fast enough **3** not loud enough **4** not rich enough **5** too hot **6** tight enough **7** too expensive

4 **1** hotter, the hottest **2** more/less original, the most/least original **3** trendier, the trendiest **4** cheaper, the cheapest **5** better, the best

5 **1** is as tall as Liam **2** less causal than **3** much nicer **4** is more intelligent than Harry **5** a bit heavier than my brother.

6 **1** ~~most intelligent~~ more intelligent **2** ~~heaviest~~ heavier **3** ✓ **4** ~~less favourite~~ least favourite **5** ~~most comfortable~~ more comfortable **6** ~~the more stylish~~ the most stylish

7 **1** the most unusual **2** better than **3** less tiring than **4** more expensive than **5** the tallest **6** less populated/not as populated as

8 **1** I help you **2** looking for **3** Have you got this **4** I've/We've got it **5** Can I try **6** the changing rooms are over

CUMULATIVE TESTS

Cumulative test – Units 1-2

1 **1** Poland **2** cook **3** Swiss **4** play chess **5** dance **6** British **7** make pizza **8** Wales **9** draw **10** Moroccan

2 **1** parents **2** mum **3** dad **4** uncle **5** aunt **6** cousin **7** skateboard **8** grandma **9** grandad **10** dog

3 **1** aren't, 're **2** 's, isn't **3** Is, 's **4** Are, am **5** aren't, 're **6** Is, isn't **7** 'm not, 'm **8** are, 're **9** Is, is **10** Are, are

4 **1** Can **2** can't **3** all **4** can **5** at **6** play **7** the **8** bad **9** hopeless **10** quite

5 **1** 've got **2**'s got **3** (-) **4**'s got **5** any **6** 's got **7**'s **8** 's **9** hamsters' **10** Have you got

6 **1** mine **2** Whose **3** his **4** theirs **5** hers **6** ours **7** yours **8** his **9** Whose **10** ours

7 **1** There's a bed. **2** There isn't a wardrobe. **3** There are some cushions. **4** There are two lamps. **5** There aren't any posters on the walls. **6** There isn't a games console. **7** There's a big desk. **8** There are two windows. **9** There are some trainers under the bed. **10** There aren't any shelves for his books.

8 **1** B **2** C **3** B **4** A **5** C **6** B **7** A **8** C **9** B **10** B

9 **1** c **2** f **3** a **4** b **5** e **6** g **7** h **8** d

10 **1** What's your room like? **2** What have you got in your room? **3** Have you got space for all of it? **4** Is there a TV in your room? **5** It's quite small. I haven't got a lot of things in my room. **6** It's white and red.

Cumulative test – Units 1-4

1 **1** D **2** C **3** B **4** A **5** B **6** C **7** B **8** A

2 **a** free **b** get **c** play **d** skate **e** team **f** fitness **g** scuba **h** get **i** water **j** sports
1 plays the guitar **2** teammates **3** skateboard **4** Get ready **5** free time **6** sports clubs **7** fitness tracker **8** scuba diving **9** water sports **10** gets home

3 **1** plays **2** go **3** does **4** listens **5** 's **6** have **7** does **8** go **9** play **10** has

4 **1** We sometimes go to the cinema on Saturdays. **2** James rarely studies for exams. **3** Helen can't come to your party. **4** Are there any British students at your school? **5** I go to dance classes once a week. **6** When do you and your friends hang out? **7** Alice doesn't like rap music. **8** My sister is always happy.

5 **1** doesn't mind going **2** enjoys taking **3** love making **4** enjoys hanging out **5** like cooking **6** hate reading

6 **1** before **2** on **3** at **4** after **5** on **6** in **7** in **8** in

7 **1** Are you having **2** 'm writing **3** 'm relaxing **4** 's sleeping **5** 's got **6** lives **7** aren't **8** travel **9** don't spend **10** 're going **11** are celebrating **12** Do you like

8 **1** are you doing **2** 'm looking **3** Do you take **4** I do **5** love taking **6** do you usually photograph **7** have **8** Do you like taking **9** I don't **10** making

9 **1** Really? I don't **2** So, do I **3** It's cosy **4** Me neither **5** meet **6** Neither, do I

10 **1** Do you want/Would you like **2** Sorry, I can't / I'm not sure **3** What/How about **4** I'm not sure **5** So do I! / Me too! **6** Why don't we / Shall we **7** Great, I'd love to / OK, cool / Brilliant

Cumulative test – Units 1-6

1 **1** niece **2** for a walk **3** Swiss **4** brush my teeth **5** octopus **6** beef **7** dog **8** scientist **9** entrepreneur **10** writer

2 **1** Physical Education **2** graduated **3** get a job **4** do sport **5** play basketball **6** go running **7** fizzy drinks **8** biscuits **9** cup **10** glasses

3 **1** reads **2** 'm tidying **3** 's doing **4** listens **5** are having **6** is **7** don't like **8** don't understand **9** 's making **10** do you send

4 **1** went **2** left **3** invited **4** ordered **5** didn't behave **6** broke **7** played **8** were **9** weren't **10** didn't say

5 **1** Yes, I do. **2** No, they aren't. **3** Yes, he has. **4** Yes, she can. **5** No, I didn't. **6** Yes, she does. **7** No he isn't. **8** Yes, we did. **9** No I'm not. **10** Yes, there is.

6 **1** C **2** B **3** B **4** A **5** C **6** B **7** A **8** B **9** C **10** B

7 **1** I love having a bath in the evenings. **2** There weren't many people in the cinema. **3** There's a little milk in the fridge. **4** I don't go to school on Saturdays. **5** There's isn't enough to do in my town. **6** ✓ **7** Liam grew up near London. **8** Is there any tea? **9** ✓ **10** I thought your birthday was last week. **11** We haven't got any biscuits. **12** ✓

8 **1** many **2** a few **3** any **4** some **5** any **6** much **7** some **8** a little **9** too much **10** a lot of

9 **1** like watching (C, e), **2** Shall we (E, b), **3** Are you ready (A, d), **4** Are you (D, c), **5** Where (B, f), **6** How was (F, a)

Cumulative test – Units 1-8

1 **1** **r**ide a **b**ike **2** **f**oreign **l**anguages **3** **s**ister **4** **c**up **5** **m**ove to **6** **h**airdresser's **7** **f**erry **8** **c**oat **9** **e**arrings **10** **s**quare

2 **1** j **2** h **3** c **4** e **5** d **6** i **7** f **8** g **9** a **10** b

3 **1** are you doing, 'm reading, bought **2** Are you going, always visit **3** is doing, is, often draws **4** went, stayed

4 **1** a few **2** some **3** How much **4** any **5** much **6** a lot **7** any **8** many **9** How many **10** a little

5 **1** You should come **2** should I wear **3** Should I call **4** You shouldn't stay **5** She should see **6** You shouldn't go out **7** We should get **8** He shouldn't eat

6 **1** They're going to stay in, too tired **2** We're going to celebrate, not big enough **3** old enough, she is going to buy **4** I'm going to train, not prepared enough **5** Freya's going to look, too far

7 **1** in **2** between **3** on **4** into **5** past **6** along **7** missed **8** off **9** to **10** under

8 **1** the most talented **2** taller than **3** the best **4** the spiciest **5** as expensive as **6** the oldest **7** more exciting than **8** not as new as **9** better **10** the happiest **11** the least popular **12** not as trendy as

9 **1** It's untidy **2** Me neither **3** Well, first of all... **4** way **5** It was great **6** A small **7** Sorry, I can't **8** Not bad **9** Anything else? **10** It suits you

10 **1** Excuse me **2** How far is it **3** How do I get there **4** Go straight **5** turn left **6** Can I help you **7** I'm looking for **8** What size are you **9** we've got this **10** Can I try it on

SKILLS TESTS

Skills test – Unit 1

1 **1** F (The Jones family are interested in different things/stuff.) **2** T **3** F (He isn't very artistic.) **4** F (His swimming team is number 1 in his town.) **5** T

2 **1** Tenby, in Wales **2** sports and languages **3** a professional artist **4** murals **5** isn't good at **6** rock band, 'Blue Electric' **7** number one song

3 **1** the UK **2** Los Angeles **3** TV series **4** professional **5** 9 **6** South Korean **7** online **8** bad

Audio script 02

Ben Hi Shyla. Nice to meet you.
Shyla Nice to meet you too, Ben.
Ben Congratulations, You're the winner of our 'Talented Teen' contest. Tell me about yourself.
Shyla Well, I'm 15. I'm from Leeds in the UK, but my home is in Mumbai, in India.
Ben Really? What's it like?
Shyla Mumbai? It's big! It's famous for food, culture and traffic! But right now, I'm in Los Angeles, in the USA.
Ben Los Angeles is also famous for traffic!
Shyla Yes, that's true.
Ben Why are you in Los Angeles?
Shyla Well, I'm a big fan of films and TV etcetera… and I'm in a popular TV series in India and we're here to make an episode.
Ben Wow! That's great. What's the name of the series?
Shyla It's called 'Shyla in the city'.
Ben Nice. So, is Shyla your real name?
Shyla No, My real name is Anika. It's a popular Indian name.
Ben It's beautiful. Well Shyla, you're here today because you are a very talented teen. You can sing and act really well, OK. But what else can you do?
Shyla Well, I'm quite good at languages.
Ben Quite good!? Tell our listeners how many languages you can speak?
Shyla 9.
Ben 9. That's incredible.
Shyla Yes, well in India, people can often speak different languages. It's normal. I can speak 5 different Indian languages: I can speak Korean, my favourite music is K-pop from South Korea… I can also speak some Japanese, English, obviously, and French.
Ben Are you at a special language school?
Shyla No, I'm not. I'm not physically at school at all. My lessons are online. I learn languages with an app on my phone or on TV shows.
Ben Impressive. Are you interested in other things?
Shyla Yes, I'm interested in food, but I'm hopeless at cooking. I can play chess. I can't play very well, but it's fun!
Ben I can't play at all. The rules are too complicated for me! … Well, thank you, Shyla. Super good to meet you.
Shyla Good to meet you too, Ben!

Skills test – Unit 2

1 **1** one room **2** Emily **3** pet **4** not traditional **5** in boxes **6** aren't very good at Maths

2 **1** D **2** F **3** E **4** B **5** A **6** C

3 **1** Iris **2** Elliot **3** Mia **4** Tom **5** Mia **6** Iris **7** Mia **8** Elliot

Audio script 03

Tom I've got a lot of technology. I've got a phone, an e-reader, a fitness tracker and headphones. I havent't got a games console because I'm not really interested in video games. My favourite possession is my laptop. It's great for homework, films, and information and things. I'm also quite good at taking photos of my friends and family. I've got millions of them on my phone!

Mia My room is quite big and modern. My bed, wardrobe and chest of drawers are yellow. There's a big blue rug on the floor and a grey desk under the window. There are some shelves on the walls, where I can put all of my books, my photos and my games console. I've got lots of video games. My favourites are Minecraft and Fortnite. I've got a big poster of Harry Styles above my bed! He's my favourite singer.

Elliot My family isn't very big. I haven't got any brothers or sisters, but I've got three cousins, and two pet fish. My cousin Ezra is 15, like me. We're at the same school, but we aren't in the same class. We are both on the school's tennis team. Ezra is really good at it. He's got twin sisters Eliana, and Mara. They're eight years old and they're really different! Eliana can sing really well. She's got her own YouTube channel! Mara's really sporty.

Iris My house isn't very big. My brother Todd and and I are in the same room. He's 10 years old. He's got a lot of stuff and he isn't tidy at all! Fortunately, there's a wall between our beds. My side of the room is really tidy. I've got a lot of clothes and make-up, but it's all put away. I've got some shelves, a chest of drawers and a wardrobe, There's space for all of it.

Skills test – Unit 3

1 **1** D **2** F **3** B **4** A **5** H **6** E

2 **1** A **2** C **3** A **4** B

3 **1** it's Friday **2** tennis matches **3** has piano lessons in **4** does his homework **5** with his brother **6** play football **7** winter **8** three times **9** really cool **10** Sunday

Audio script 04

Alice Hey Dylan! How's it going?

Dylan Hey Alice, not bad. I'm really tired but glad it's finally Friday!

Alice Me too! I love the weekend!

Dylan What do you do at the weekends?

Alice I usually have a tennis match on Saturday mornings. The matches start at 8.00, so I get up early!

Dylan Aww sorry about that. I always sleep late on Saturdays and Sundays.

Alice I know, but I love tennis, so it's ok. After the match I go shopping with my mum. Then in the afternoon, I've got a piano lesson. On Saturday nights, I sometimes have a sleepover with a few friends. We eat takeaway, stay up late and watch horror films! On Sundays, I do my homework.

Dylan Cool. Sounds busy!

Alice Yeah, what do you do at the weekends?

Dylan It depends. I get up at around 11 on Saturdays. I have breakfast, then I do my homework. I usually hang out with my brother in the afternoon.

Alice Do you have a football match?

Dylan No, I don't. I don't play football these days.

Alice Why not?

Dylan I don't really have time. I've always got loads of homework! Also, I don't really like playing football.

Alice Maybe, try a new sport. What sports do you like?

Dylan I love skiing and snowboarding, but obviously I can only do those sports in the winter. I hate swimming, and I can't stand running.

Alice OK. What about tennis?

Dylan I don't mind playing tennis. I often play with my brother. How often do you play?

Alice Three times a week at the park. Our coach is really cool! And you don't have to play matches if you don't want to.

Dylan Hmm. Sounds interesting.

Alice Come on Sunday and play a few friendly matches.

Dylan OK. Sounds good! See you on Sunday!

Skills test – Unit 4

1 **1** B **2** A **3** D **4** C **5** A **6** B **7** D **8** C

2 **1** She does her homework and relaxes. **2** Because they are at home. **3** Twice a week. **4** He usually walks.

3 **1** E **2** H **3** G **4** B **5** A **6** I **7** D **8** J

Audio script 05

Hello, I'm Emily Abrams and I'm from Canberra, the capital city of Australia. I'm 15 years old and I'm at secondary school. I don't attend a typical school, my classes are all online. My parents are travel guides and I travel with them a lot, so it's difficult for me to attend an 'ordinary' school.

Many people think that online school isn't really school, but what they don't realise is that my school day is very similar to every secondary school student's day. I get up every morning at 7.00. I get dressed, have breakfast and prepare my materials for the lessons for the day. Lessons start at 8.00. I have three lessons in the morning, a two hour break for lunch, then two more lessons in the afternoon. I study all of the typical subjects: Maths, Science, Phsyics, History, Geography, and more! This year I'm learning how to code and create stop motion videos. I even do yoga online twice a week. After lessons, I do my homework and study for tests. Yes, we also have online tests! When I'm not travelling, I do swimming and dance. I go to the swimming pool three times a week and do dance at the weekends. In the evenings, I watch TV, or play video games with my brother.

There are ten students in each of my classes. Seven of them live in Canberra, but the other three live in different cities around Australia. Once a month we all meet in person for special trips or activities. When I'm home, I hang out with my classmates from Canberra. We go for walks, make videos, go to the cinema… you know, typical teenage things!

I really enjoy online school because I can travel with my parents and study too.

Skills test – Unit 5

1 **1** c **2** e **3** d **4** b **5** f **6** a

2 **1** Cereal with milk, or toast with marmalade. **2** A combination of breakfast and lunch. **3** Street vendors (in

Trinidad and Tobago). **4** You fry the dough in oil, cover it in sugar and dip it in chocolate.

3 **1** B **2** C **3** D **4** C **5** D

Audio script 06

Interviewer Today we are talking to Ivy, a breakfast chef from the Fair Tree Hotel. It's a five star hotel in London with a very special breakfast menu. Some people stay at this hotel just for the breakfast! Thanks for being here with us today, Ivy. Can you tell us a little about your job?

Ivy Of course. I love my job! I love cooking for people from all over the world! And I enjoy making them happy. A good breakfast gets you ready for a great day!

Interviewer That's very true. What's a typical day at the Fair Tree like?

Ivy Well, I get up very early, at 5.00 am. I have a quick shower and drink some coffee, then I ride my bike to work. I arrive at the hotel at 6.00. I prepare the ingredients for breakfast: for example, the peppers and onions to put into egg dishes, and I slice the fresh fruit for our smoothie station. We make all our food to order in front of the guests…

Interviewer Right. What does that involve?

Ivy Well, we make the food at different 'stations' like work posts. We have an eggs station, a smoothie station, the British breakfast station and a coffee station. Then we have an 'all around the world' station for international food. We prepare different breakfast specialities from different countries. We change the country every week.

Interviewer What a great idea! What are you serving at your international station this week?

Ivy This week we're making Spanish churros and little toasted sandwiches called Arepas from Venezuela.

Interviewer Delicious. What time is breakfast?

Ivy We serve guests from 7 to 11, every day. Then we clean up and make the food order for the next day. A lot of our fruit and vegetables come from local farms. We finish work at 1.30.

Interviewer That's great. How many days a week do you work?

Ivy Five, but my schedule rotates, so sometimes I work weekends. I don't mind though, because my afternoons are always free.

Skills test – Unit 6

1 **1** GR **2** LG **3** GG **4** LG **5** GR

2 **1** a professional footballer **2** a teacher **3** was a model **4** in New York **5** to play the piano

3 **1** T **2** F (His first job was cleaning tables and bringing drinks at a restaurant.) **3** T **4** F (It's in the southern part of her state.) **5** F (She was sad to leave them behind.) **6** F (A third year showed her around.) **7** T **8** F (He grew up in a big family. He's got two brothers and two sisters.) **9** T **10** F (He still lives alone.)

Audio script 07

Jacob

Everyone remembers his or her first job. It's an important experience that pushes you into adulthood. Even if it's not a great job, it's a first step to financial independence. My first job was the summer when I turned 16. I got a job at a local restaurant. I cleaned tables and brought people their drinks. At the interview, I was very nervous and didn't know what to say. The manager was very nice and offered me the job right away. I took the bus to work every day.

I remember the first day of work. I was completely confused. It got easier and I worked there every summer until I left home for university. I learned a lot from that job: time management, financial responsibility and the importance of respect.

Lauren

I remember my first day at university like it was yesterday. I'm from a small town in northern California. I got a place at a big university in the southern part of my state. My parents helped me move into my new 'home'. I lived in the dormitory on campus and shared a small room with another girl. I was full of emotions on that day. It was my first time away from home and I didn't know what to expect. I was sad to leave my friends and family behind, but excited too! When we arrived, a third year student helped me out. She was really nice. She showed me my dormitory, where my classes were and very importantly where to get the best coffee. We are still good friends today!

Steven

I grew up in a big family. I have two brothers and two sisters and our house was always full of energy, and lots of noise! I got a job after school and knew it was time to move out of my parents' house. I found a small flat near work. The first night in my flat was fantastic. I ordered a pizza, and ate it on the sofa in front of my TV! At that moment, I felt free and relaxed. I didn't have to tidy my room or argue about what to watch on TV. Five years later I still live alone. I love visiting my family at the weekends, but it's always nice to come home to my small, quiet flat.

Skills test – Unit 7

1 **1** A **2** B **3** B **4** D **5** B

2 **1** A young, modern city with lots of things to do. **2** The Aboriginal art. **3** To go bird watching. / To see the 300 species of birds. **4** Sunscreen. **5** He liked using the on-demand services.

3 **1** its/the impact on the **2** walls and rooves **3** walking and cycling **4** travel in/share **5** live in

Audio script 08

Sustainable Sydney 2030 is a new long-term project for the city of Sydney in Australia. Before planning, city officials asked citizens and visitors what kind of city they wanted. The answer was a city that cares about the environment, has a strong economy and is globally connected. The Sustainable Sydney 2030 project aims to make Sydney a city like this by the year 2030. This is how they are going to do it.

To reduce Sydney's impact on the environment, the City is going to plant 800 trees a year and increase the number of native plants and flowers around the City. The City is encouraging private property owners to add trees and plants to their gardens as well. Some buildings are installing green walls or rooves: walls and

rooves that have plants and flowers growing from them.
Australia has a very high level of carbon emissions, but the City of Sydney Council has a clear strategy to reduce this level. The Council is going to offer more walking and cycling routes around the city: this should mean that residents can walk or cycle to 10% of their destinations in the future. The City is increasing public transport options and making them more convenient. The Council is also encouraging people to use low-emission vehicles and to car share – for example, drive to work with friends or colleagues.
Sydney is a popular destination for international corporations, investors, tourists and students. To maintain its global position, the City plans to support local businesses and help them grow and compete globally. They also want to increase connections between local and foreign businesses.
In order to attract more residents and tourists, Sydney is redesigning an old industrial area in the centre of the city. The Green Square project includes new apartment blocks, shops and offices. It is going to be very sustainable and easy to access by bus, train and cycling paths. In 2030 there are going to be 61,000 residents in Green Square.

Skills test – Unit 8

1 **1** F (They're more interested.) **2** T **3** T **4** F (She studied in London.) **5** F (James started his brand in London.)

2 **1** online store **2** fashionable **3** vintage fashion than current **4** rebellious **5** most popular item

3 **1** B **2** C **3** A **4** C **5** A

Audio script 09

1 My favourite outfit is a T-shirt or hoodie, baggy shorts and a pair of white trainers. My mum says I've got too many pairs of trainers, but I don't think I have enough! I wear them everywhere; to school, at a restaurant, to parties. I even wore them with my suit at my sister's wedding last year!
2 I'm a receptionist at a hotel, so I wear a uniform every day. It's a grey suit with a white shirt and a blue patterned tie. Oh, and formal black shoes, with black socks of course! It's really uncomfortable, especially in the summer when it's hot. When I'm not at work, I wear baggy shorts and T-shirts, even when I go out with my friends! They think I am too casual, but I just want to be comfortable!
3 I retired last year and don't dress for work these days. Now I spend most of my time in the garden or with my grandchildren, so I usually wear comfortable clothes. When I'm at home, I like wearing tracksuits or joggers. My husband and I go out to dinner with our friends once a week and I really like to look nice! I have a few favourite dresses, skirts and pairs of pretty shoes. I also love jewellery! I always wear a matching bracelet, necklace and earrings when I go out for the evening.
4 I've got two brothers and two sisters. I don't see them very often because we all live and work in different cities. However, we spend every Christmas at our parents' house near London. We have a family tradition; everyone decorates a Christmas jumper to wear on Christmas morning. We are all very competitive, and want to make the craziest and most ridiculous jumper, even my parents participate.
5 I love accessories. A beautiful necklace, a cool pair of sunglasses or a bright coloured scarf can really make an outfit better. I live at the beach and, in the summer, I always wear big sunglasses, beach hats and colourful jewellery. I have too many pairs of sunglasses and too much jewellery! I don't have many winter accessories, but I love matching hats and scarves.

LISTENING TESTS

Listening test – Unit 1

1 **1** Freya **2** Ivy **3** Freya **4** Thomas **5** Licoln **6** Ivy **7** Lincoln **8** Thomas **9** Ivy

Audio script 10

Ivy
Hi! Im Ivy. I'm 16 years old and I'm from Las Vegas in the USA. It's famous for its big hotels, shows and casinos, It's a fun city, even for kids. I'm interested in sports. I can swim, skateboard and ride a city bike, but not in summer: it's too hot! I'm a fan of the Las Vegas Raiders, an American professional football team, they're pretty good this year!
Thomas
My name's Thomas. I'm 15 years old and I'm from York in the UK. It's an historic city with a famous cathedral. I'm very interested in music. I can sing and play the guitar and I can write my own songs. I'm also interested in languages. I can speak Spanish and Polish quite well (my dad's from Poland). I'm a big fan of English musicians, and I can sing some songs by Harry Styles. He's really good.
Freya
Hello, I'm Freya. I'm 16 years old and I'm from Dublin, in Ireland. Dublin's the capital city of Ireland, but it's quite small. The population is about 1 million people! You can walk around the city centre in a couple of hours and it's always touristy. I'm interested in food, especially Italian food and I can cook really well. My mum is a chef at an Italian restaurant. She's hopeless at making pizza, but her risotto is top!
Lincoln
I'm Lincoln and I'm 15 years old. I'm from Quebec city, in Canada. It's a beautiful city, famous for it's food and culture. Quebec is a French province of Canada and the French culture is very important. 94% of the population can speak French, but we can all speak English too. I'm at a bilingual school and my lessons are in English and French. I'm interested in the cinema and singing. I'm in my first school musical this year!

2 **1** T **2** F (It's an American football team.) **3** F (He's interested in music.) **4** F (He can speak Polish because his dad's from Poland.) **5** T **6** F (She's hopeless at making pizza, but her risotto is top.) **7** T **8** F (His lessons are in English and French.)

3 **Audio script 11**

Yasmine is a new girl in my dance class. She's from a small town on the coast of California. I'm pretty bad at dancing, but Yasmine can dance quite well. She can also speak four languages: English, Spanish, French and Arabic. Her mum's Moroccan, but her dad's from the USA. Her mum's an English teacher and she can sing really well. Her dad isn't good at singing, he can't sing at all! Can you sing? What are you good at?

Listening test – Unit 2

1 **1** a chest of drawers **2** wardrobe **3** blue and white **4** in the corner **5** his/some shelves **6** in a different room **7** stickers and photos (of her and her friends) **8** two tall lamps **9** TV (or a laptop)

Audio script 12

Mum and dad
Mum and dad have got a big comfy bed in their room. There's also a big TV. Under the TV, there's a chest of drawers for their clothes. Their bed is between two small tables. Mum's got her phone, her watch and an e-reader on her table. Dad's got his fitness tracker and headphones on his. There isn't a desk in their room, but there's a big wardrobe. Half of the wardrobe is my mum's and half of it is dad's. Dad's side is tidy, he's a neat freak. Mum's side … well, it isn't a disaster, but it isn't very well-organised either!

My best friend Ethan
Ethan's got a small bedroom, but it's really cool. He's quite sporty, so he's got sports stuff everywhere. There's usually a football, a skateboard, and some rollerblades under his bed. He's got a small bed, near the window. The walls in his room are blue and white, like the colours of his favourite sports team. In the corner of his room, there's a desk and above the desk there are some shelves for his books and his games console. He hasn't got a TV, but he's got a lapotop. It's good for homework and TV series.

My big sister's room
I'm a super tidy, but my big sister Lucy isn't organised at all. Fortunately, we're in different rooms. Her room is a disaster! She's got a chest of drawers, but there aren't any clothes in it. Her clothes, shoes and personal things are all over the place! The wall behind her bed is full of stickers and photos of her and her friends. She's also got a small desk, but she can't study there because there are books, notebooks and lots of other things on it.

Grandma and Grandad's room
My grandma and grandpa's room is very tradtional, and very tidy! They've got a big bed between two tall lamps. There's a chest of drawers and a big wardrobe for their clothes. They aren't interested in technology, so they haven't got a TV or a laptop. They haven't even got a desk! There are some shelves with photos of our family and there's a big mirror near the door. That's it.

2 **1** C **2** C **3** C **4** A **5** C **6** B **7** B

3 **Audio script 13**

My room is well-organised. There's a lovely grey rug on the floor in front of my big bed. My bed's got lots of cushions. There's a desk where I can put my school stuff. There aren't any shelves on the walls but there are some posters. I've got a chest of drawers for my clothes. My sister's room is untidy. She's got a big wardrobe, but it hasnt got any of her things in it. Whose are those books and clothes on the floor? They're hers, of course!

Listening test – Unit 3

1 **1** F (Marc cycles over 300 km a week.) **2** T **3** F (Marc often does bike tours in Arizona.) **4** T **5** F (Mark enjoys riding alone in his free time.) **6** T **7** F (Marc does long rides once a week.) **8** F (When Marc is in a group, he enjoys chatting with other riders.)

Audio script 14

Interviewer Today I'm here with Marc Green. A professional travelling cyclist. Marc cycles over 300 kilometres a week. Marc has a bike tour company and takes tourists all around the United States on their bicycles. He loves his job but most of all he loves cycling. Thanks for being with us today Marc. Why do you love cycling?

Marc I love cycling because when I'm on a bike I feel free. I can go where I want, when I want. I don't wait for buses, trains or planes. I don't have problems with traffic. I can go places that cars can't reach, and I see places that some people only dream of.

Interviewer Wow, that's really inspiring. What's your favourite bike tour?

Marc Hmm. That's a good question. I think my answer is the Sonoran desert in Arizona. I often do a bike tour that travels through and around the city of Sedona. There are great big red rocks, cactuses, and just a basic roads. It's beautiful.

Interviewer Where do you stay on your bike tours?

Marc It depends on the distance of our ride. On short rides we often stay in a hotel or hostel. On long rides, or when it isn't possible to find a hotel, we usually sleep in tents. I love sleeping in a tent.

Interviewer Really? I prefer sleeping in a big bed! What are some of the problems you have on your rides?

Marc A big problem is the weather. When the weather is really bad we can't do the ride. We often have problems with punctures, but I always have my tyre repair kit with me.

Interviewer Do you prefer riding alone or in a group?

Marc I love riding alone in my free time, I do short rides. I prefer doing long rides with other people.

Interviewer How often do you ride?

Marc I do short rides three times a week. I do longer two day group rides once a week.

Interviewer Do you listen to music when you're cycling?

Marc No. When I'm riding alone, I like listening to the sound of the nature. When I'm in a group I enjoy chatting with the other riders.

2 **1** C **2** B **3** C **4** A **5** B **6** C **7** A **8** C **9** C

3 **Audio script 15**

Hello! I'm Liam. My favourite sport is basketball. I train during the week. I always have matches on Sundays. I hang out with my friends after school. We listen to music and play video games. My friend Ben is in a band and he makes music videos. I don't play an instrument, but I love going to concerts. Ben's band often has concerts on Fridays. They're always really good fun, and because Ben is my friend, I don't pay!

Listening test – Unit 4

1 **1** Sunday **2** sitting in her garden **3** into sports **4** Mondays **5** train and a bus **6** 8.30 to 4.00 **7** in the school canteen **8** collects her **9** relax and forget about

Audio script 16

It's the weekend. More precisely it's Sunday afternoon and I'm sitting in my garden. I love Sundays. It's the only 'free' day of my week. It's the day I hang out with my family. They also have busy schedules, so I don't see them a lot during the week. My brother Shane and I are both into sports. We do swimming and play basketball. Shane does Art club and I do Drama club after school too. Sunday is my favourite day, because it helps me prepare for what I call 'Manic Monday'.

I hate Mondays. It's the first day of my crazy week. It's also the busiest day. I get up early, at 6.30. I have a shower, get dressed, then I have a quick breakfast. At 7.15 my dad takes me to the train station. I've got a 30 minute train journey into the centre of town, then a 15 minute bus ride to school. I usually arrive at school at 8.25. Lessons start at 8.30 and finish at 4.00. On Mondays I've got all of my difficult subjects. Maths, History, Chemistry, English and Latin. I almost always have a test or two (and it's usually in Maths. Thanks Mr Brown!). At 12.30, I have a quick lunch with some friends in the school canteen. After lunch, I've got another two subjects, then Drama club from 4.00 to 6.00. On the days I don't have Drama club I take the bus to the gym where I play basketball. Anyway, on Mondays, Mum collects me after Drama in the car and we go home. Because it's so late, we usually have a quick dinner: takeaway pizza or Chinese (my favourite!). After dinner I do my homework or study until 10.00. I'm exhausted at this point, but I always watch TV before bed anyway. It helps me relax and forget about the day. At the moment I'm watching *House of Cards*. I usually go to bed at 11.00.

2 **1** C **2** A **3** A **4** B **5** B **6** C **7** B

3 **Audio script 17**

Anna is a PE teacher. She thinks exercise is really important. She gets up at 7.30 every morning and goes running. Then she has breakfast, she takes a shower and she cycles to work. Her lessons start at 10 o'clock and finish at 2.00 in the afternoon. She usually gets home at 3.00 and relaxes. On Tuesdays and Thursdays, she goes swimming. It's Friday today and Anna is shopping for a sports trip at the weekend. She can't wait.

Listening test – Unit 5

1 **1** Max **2** Will **3** Linda **4** Ivy **5** Will **6** Max **7** Linda **8** Ivy **9** Will

Audio script 18

Welcome back to our programme. Today we're talking about comfort food. You know, the food you really want to eat after a bad day. That dish or cake that makes you feel happy. Maybe something from your childhood, like your mum's tiramisu or your dad's roast. You know what I'm talking about. Anyway, we're at the Glendale shopping centre interviewing shoppers. Our questions today are 'What's your favourite comfort food, and when do you eat it?' Let's see what people have to say.

Linda

My favourite comfort food? Definitely lasagna. My grandmother always makes lasagna on special occasions. Holidays, birthdays, and when the family is together! I make lasagna when I cook for my friends. I use my grandmother's secret recipe, but her lasagna is definitely superior! My friends love it though. Sometimes I ask them to bring something too. We all sit around my kitchen table and cheer up on my gran's lasagna.

Max

Hmmmm. Fried chicken! I love fried chicken. Mum makes pretty good fried chicken, but there's a restaurant near my house that makes incredible fried chicken. It's crunchy and spicy and so good! My family loves it! We always go there after a really busy week or when my parents don't want to cook. We get a big bucket and loads of chips and just relax together.

Will

My favourite comfort food is apple pie with vanilla ice cream. My mum makes delicious apple pies. She makes the pastry with lots of butter and only a little bit of sugar. Her pies are special because she uses red, yellow and green apples. After a bad day at work, I take a slice out of the freezer and eat it hot with a little vanilla ice cream. It always makes me feel good!

Ivy

Beef chili! My dad's a chef. His restaurant's speciality is chili. They do lots of different types, but my favourite is beef. So when he's off work, Dad cooks it at home for us. Dad's chili's got carrots, peppers, beans, spices and of course minced beef in it! I love it after a cold, rainy day, or just when I'm feeling a bit down. It puts a smile on my face.

2 **1** after a bad day **2** (feel) happy **3** from childhood **4** shopping centre **5** special occasions **6** crunchy and spicy **7** apple(s) **8** the weather

3 **Audio script 19**

Henry's birthday is on Friday. We're having a surprise party at my house. My house is small, so there aren't many people coming. Leo is bringing some fizzy drinks and a few packets of crisps. Mara and Ivy are making some ham and cheese sandwiches, and a little fruit salad. My mum is making a chocolate cake and we're ordering some pizzas. We've got lots of plates and cups, but I haven't got any good music. Lucy's organising that.

Listening test – Unit 6

1 **1** pilgrims **2** can **3** a few times **4** crazy **5** 100 **6** Restaurants **7** shared **8** Finisterre **9** France

Audio script 20

Last summer, I walked over 200 km through Spain with my big brother, Mike. He wanted one last adventure with me before university. We decided to do the Camino de Santiago.

The Camino de Santiago is a pilgrimage across northern Spain. You can start from different cities in Spain, Portugal or France, but the journey always finishes in the city of Santiago. Pilgrims, in other words, travellers, choose their ‘way’ based on the level of difficulty and the type of landscape. For example, the French ‘way’ starts in France and is very mountainous, while the Portuguese ‘way’ is along the Atlantic coast. Hundreds of thousands of people do the walk every year. I travelled on foot: I walked all the way, but a lot of people travel by bicycle or even on horses.

It’s very important for every pilgrim to prepare for the Camino. We started to train in January. We walked long distances three or four times a week, up and downhill, often wearing a heavy backpack. Our family and friends thought we were crazy, but we were determined.

We began our journey in Sarria, a town in northwest Spain. Sarria is a common starting point at the end of the French way. We arrived on the 9th of June by train and stayed in a hotel. The next morning we bought our special passports and began our 112 kilometre walk to Santiago. The passport is a document that proves you were on the Camino. You get a stamp at every restaurant and hotel you visit along the way. You need to complete your passport to get a certificate of completion, called a Compostela.

We walked about 25 km a day. We usually walked alone, but we spent time with other pilgrims, when we stopped to eat or sleep. There’s a real sense of community between the pilgrims. People were really friendly and it was interesting to get to know the other travellers.

We ate in restaurants and cafés in small towns along the way. We always ate traditional Spanish food. It was delicious! I still dream about the tapas and white bean soup. At night we slept in Albergues. The dormitory style rooms were simple, clean and very cheap!

Five days after our departure, we arrived in Santiago and we got our Compostela. We continued our trek for another 100 km, to Finisterre. Finisterre is a coastal town with an incredible view of the Atlantic Ocean. At the end, I was exhausted, but extremely happy. One day I want to do the complete French way. All 800 km of it!

2 **1** B **2** C **3** I **4** H **5** E **6** F **7** J **8** G

3 **Audio script 21**

My grandad had a great life. He was born in Brighton and grew up in London. He left school when he was 14 years old and got a job in a shop. When he was 19 he met my grandmother. They got married and had five children. He loved writing and became a very important journalist. He travelled a lot for work, but he was always happy to come home to his family. When he was 65, he retired and moved to California in the USA with my grandmother.

Listening test – Unit 7

1 **1** N **2** Y **3** N **4** Y **5** Y **6** Y **7** N **8** N **9** Y

Audio script 22

Hi and welcome back to our programme. Today we’re asking young people what they think local government should do to improve their city.

Justin – 16. I think they should increase the frequency of trains, buses and trams. There’s too much traffic in the city centre and too much pollution. A lot of people drive their kids to school and drive to work because there aren’t enough trains or buses available. The buses are also really dirty and they should clean them more often; and tickets shouldn’t be expensive!

Rebecca – 18. I think the city should create gardens and public parks. There aren’t many places for children to play, so they often play in the street. It’s really dangerous; kids shouldn’t play in the street! The city should improve the air quality by planting more trees and plants. It’s really nice when a city has a lot of trees and plants, and I think it makes people happy!

Laura – 19. There should be more bike lanes. I love using my bike but it’s almost impossible to cycle safely in the city because there are lots of roadworks. I also think people should walk more. People shouldn’t use their cars when they can walk or ride their bike. It creates traffic, pollution and a lot of noise! There should be more car share services in the city too. There are too many cars with only one person in them – car sharing is a good solution.

Robert – 15. There should be more outdoor events like concerts and film festivals for young people, especially in the summer! A lot of kids my age don’t have anything to do and then they get into trouble because they’re bored.

Greg – 16. I visited my cousin last year and his community organised a ‘Clean City Project’. Every city should have one! Every Saturday morning my cousin and his friends get together and help pick up litter in the streets, clean parks, or paint city benches. They really enjoy it and they make the city really clean! Our local government should get more young people involved in community service.

Jon – 21. Houses are too expensive and prices should be lowered! I want to move out of my parent’s house and get a place with my friends, but I can’t afford it. My friend lives in an apartment with three other people and pays £1,200 a month. I’m a university student and I don’t have a lot of extra money.

2 **1** C **2** F **3** – **4** A **5** B **6** D **7** E **8** A/C

3 **Audio script 23**

It’s the weekend and Sam is very busy. On Saturday he’s going to take the tram to meet his friends Mike and Eva at the library. They’ve got a Maths test on Monday and they’re going to study together. In the evening, they’re going to get some food from the takeaway and watch a football match. On Sunday, Sam’s going to buy a birthday present for his girlfriend. He’s not sure what to buy. Maybe he should ask his mum for advice.

Listening test – Unit 8

1 **1** K **2** H **3** H **4** K **5** H **6** H **7** K

Audio script 24

Interviewer It’s totally normal for teens to want to be fashionable, but today having the latest hoodie, belt or trainers often means buying the big fashion brands. And the big fashion brands are expensive. Where do teens get the money? Does what you wear make you popular? How do teens know what’s trendy and what’s

not anyway? We asked Kim and Harry.
So Kim. Are you into brands? Does wearing fashion brand clothes make you more popular?

Kim Well, I'm really into fashion. And so, yeah I love some brands! I love having the latest accessory or clothing item, but I don't think they make me popular. Maybe people notice me more because I'm wearing a really trendy hoodie or a cool pair of jeans, but my friends are my friends. At the end of the day, I don't think they really care what I wear.

Interviewer What about you, Harry?

Harry I'm not very interested in brands, but I like certain brands of trainers and T-shirts, and sometimes they're big fashion brands and quite cool, I suppose. I think that having a really trendy item *can* make you more popular, but I definitely don't choose my friends based on what they're wearing.

Interviewer Why buy fashion brands and why not?

Kim Well, why not – they're always changing. A few months ago I bought a new jumper. It was the coolest thing at the time, but it isn't now. Why yes – the quality is good. Usually the stuff lasts.

Harry Why not? Definitely the price. I really want this particular pair of basketball trainers, but they're too expensive. I'm going to buy an ordinary pair at the supermarket.

Interviewer So, when you want to buy a new item, how do you pay for it?

Kim I sometimes babysit at the weekends, and my mum pays me for helping her at work. She's a baker and when she's got big events I help her decorate cakes. I save my money; right now I'm saving for a new belt.

Harry I have a weekly allowance. You know pocket money. But it's not very much: ten pounds a week. I work in a newsagent's during the summer, but I don't have time to work during the school year.

Interviewer So, how do you know what's trendy or not?

Kim Social media and TV. When a celebrity or influencer posts with a cool new clothing item everyone immediately wants it.

Harry Yeah, I agree. TV can really influence what's trendy or not, especially for sports items.

Interviewer So, have you got any advice for teens who want to be trendy, but don't have a lot of money?

Kim Well, at the end of the day, brands don't give you style. It's those unusual items that make a difference. I often shop at second-hand stores. The clothes are much cheaper and it's sustainable. You don't need to have ALL of the trendy fashion brand stuff. Just one or two special items can give your wardrobe street credibility.

Interviewer Harry?

Harry The important thing is to be yourself, and buy things because you like them, not because they're trendy and definitely not because other people have them and not because they're brands.

Interviewer OK. Thanks guys, that's great…

2 **1** (big fashion) brands **2** expensive **3** cool now/anymore **4** the supermarket **5** the weekends **6** decorate cakes **7** he doesn't have time **8** give you style **9** because you like them

3 **Audio script 25**

I've got two sisters. My sister Ann, is the oldest. She's studying Fashion Design at university. She's really trendy and she's got the best clothes. Clara's 18 and she's the middle sister. I'm 14 and I'm the youngest sister. When Ann left for university, Clara moved into her bedroom. Clara is an artist and she loves painting. She's more creative than me, but she's also much messier! My bedroom isn't as big as Clara's, but it's tidier. She's got too many things!

SPEAKING TESTS

Speaking test – Unit 5

1 **1** How many **2** How much **3** How much **4** How much **5** How many

Speaking test – Unit 8

2 **1** funniest **2** better **3** most/least interesting **4** worse **5** more relaxing

EDUCAZIONE CIVICA TESTS

Educazione civica Test – Unit 1

1 **1** B **2** C **3** A **4** C **5** A **6** B **7** C **8** A **9** B **10** C

2 **1** People, Planet, Prosperity, Peace, Partnership. **2** Risposte personali. **3** Pollution and overfishing. **4** Risposte possibili: Gender inequality is when men and women have different rights/aren't equal. **5** Risposte possibili: I can recycle, reduce water use, walk or take public transport, use a resuable water bottle, defend equal rights.

Educazione civica Test – Unit 2

1 **1** C **2** B **3** B **4** A **5** B **6** B **7** C **8** A **9** C **10** B

2 **1** It's sustainable, clean and it can cost less. **2** Risposta possibile: It means to live far from modern technology and use renewable energy to create electricity and grow your own food. **3** Risposta possibile: Advantages: you live in the countryside, its eco-friendly. Disadvantages: no internet, less communication with other people. **4** Risposta possibile: In winter, you can turn down the heating and put on a jumper. In summer, you can turn off the air conditioning when you sleep. **5** Risposta possibile: I can use cotton sheets, recycle old furniture, and use eco-friendly paint.

Educazione civica Test – Unit 3

1 **1** A **2** B **3** B **4** C **5** A **6** C **7** B **8** A **9** C **10** B

2 **1** It gives people life skills and hope for their future. **2** You need to be fit, disciplined and careful. **3** Parkour in Gaza helps young people to use their energy creatively and it improves their self-esteem. **4** Risposta possibile: Because they are a good example and motivate people to be like them. **5** Risposte personali.

Educazione civica Test – Unit 4

1 **1** C **2** A **3** B **4** C **5** A **6** B **7** A **8** B **9** C **10** B

2 **1** Risposta possibile: Some boys have less ability to concentrate and be still. Boys get into more trouble than girls and this can be demotivating. Boys find it more difficult to ask for help. Girls mature more quickly than boys. Girls are often more motivated to do well because a good qualification is more important for them. **2** Risposta possibile: Physical and health problems. They are bored. Bullying. Problems with drugs or alcohol. Family and money problems. Loss of self-esteem and motivation. **3** Interesting subjects, good social relationships, good teaching, help with difficult subjects or homework. **4** It affects/is bad for self-esteem and motivation. **5** Risposta possibile: Education gives us opportunities, choices and power.

Educazione civica Test – Unit 5

1 **1** B **2** A **3** C **4** B **5** A **6** A **7** A **8** C **9** C **10** B

2 **1** Risposta possibile: We need to use our resources better to reduce waste. Food production and waste disposal cost a lot of money and are bad for the environment. **2** Risposta possibile: Only buy what you need/are going to eat, use leftovers, eat small portions, make compost. **3** It's a way for people to buy quality local products at a fair price. **4** They work in the shop/ They put food on shelves, clean the floors and work at the cash desk. **5** In return they get a 10% discount on the food they buy.

Educazione civica Test – Unit 6

1 **1** C **2** B **3** C **4** B **5** C **6** B **7** C **8** A **9** A **10** B

2 **1** Because boys and girs have the right to equal opportunities. **2** Risposta possibile: Advertisements often show men and women in specific roles e.g. men are businessmen and women are housewives. Advertisements for toys presume that girls like dolls while boys like cars and superheroes. **3** Risposta possibili: girls are gentle, they like pink, clothes and shopping, boys are aggressive, they like blue, football and videogames. **4** Risposta possibile: When you look at people as a stereotype, you judge them. This can lead to discrimination and inequality. **5** Risposta possibile: Don't be conditioned, be you. Think about the language you use. Watch and appreciate films and TV series which show gender in a different way. Challenge people who repeat views about stereotypes. See people for who they are not what you think they are.

Educazione civica Test – Unit 7

1 **1** B **2** C **3** B **4** A **5** B **6** C **7** B **8** C **9** A **10** B

2 **1** Risposta possibile: They help the environment, accomodate the growing population and make cities better places to live. **2** Risposta possibile: Solar panels, a recycling program, use of recycled materials, no photocopies, water bottles, light sensors. **3** Risposta possibile: Green areas keep the air clean and create recreational spaces. **4** The Vertical Forest absorbs CO_2, improves air quality, and produces oxygen. It's also nice to look at! **5** The buildings use geothermal energy and solar panels and the city has a road network exclusively for electric cars.

Educazione civica Test – Unit 8

1 **1** A **2** B **3** A **4** C **5** A **6** C **7** B **8** C **9** A **10** A

2 **1** Risposta personale. **2** Risposta possibile: Because it's better for the environment. **3** Risposta possibile: Buy fewer clothes, shop in vintage or second-hand clothes shops, only buy what you need, buy from a manufacturer that has a sustainable approach. **4** Risposta possibile: Donate your clothes, repair them, or make them into something else. **5** We can buy better quality clothing that lasts longer, purchase more eco-friendly fabrics, recycle or exchange clothing with friends and not be slaves to fashion.

PROVA DELLE COMPETENZE DI METÀ ANNO

Units 1–4

1 **1** K **2** C **3** L **4** G **5** E **6** B **7** J **8** F **9** A **10** H

2 **1** E **2** E **3** M **4** E **5** M **6** M **7** M **8** E M **9** E **10** E M

3 **1** C **2** A **3** A **4** B **5** D **6** B **7** A **8** C **9** C **10** A **11** C **12** B **13** D **14** A **15** C

4 **1** D **2** F **3** A **4** I **5** E **6** G **7** B **8** J **9** K **10** C

Audio script 26

1 Well, I don't mind answering questions. But I have a class in twenty minutes, so I can't talk for long, sorry.
2 On school days, I usually get up at six.
3 They start at 8.30. I get up early because I like having free time alone. I share a room with my brother Alfie. He's going to university next year and he is *always* in that room. And I've got a new brother, Owen – he's just a baby. The house is really noisy sometimes and I'm never alone. So that quiet time is important to me.
4 I often go for a walk or I go running. Sometimes it's raining, and I go online or I read a manga. And there's the usual morning stuff: I have a shower, brush my teeth, get dressed, and have breakfast.
5 The school bus usually gets to my house at eight, but sometimes it's a few minutes early. So I'm always ready at 7.50. I bring my lunch from home.
6 Yeah, they do, but it isn't great. I only really like the pizza.
7 I like Maths and PE. I'm really good at football and I can play basketball well. But I'm hopeless at tennis. I always miss the ball!
8 Twice a week, I have football practice. We've got an important match next week. But on most days, I just hang out with my friends. Sometimes we play video games and sometimes we go to the park with a football. Here's a picture of us. We're not playing football here, we're just kicking the ball around.
9 No. That's my friend Dylan's. Mine is next to it. It's got a purple door and a flower garden in the front. My mum loves gardening. I can walk to the park in five minutes from my place.
10 I usually do that after dinner. Our teachers are giving us a lot of it at the moment. And sometimes I watch TV, but my brother's always in front of it. He doesn't like my favourite programmes, so I hardly ever watch TV with him.

5 **1** F **2** T **3** F **4** T **5** F **6** T **7** T **8** F **9** T **10** F

PROVA DELLE COMPETENZE DI FINE ANNO

Units 1-8

1 **1** E **2** D **3** H **4** I **5** B **6** G **7** A

2 **1** skiing and acrobatics **2** two years old **3** he was too young/he wanted **4** Crystal Globe trophy **5** four **6** social media

3 **1** B **2** C **3** D **4** A **5** C **6** B **7** D **8** A **9** C **10** D **11** B **12** C **13** D **14** A **15** C

4 **A** 6 **B** 4 **C** 5 **D** 1 **E** 3 **F** 7 **G** 2

Audioscript 27

1 I post short magic trick videos. I'm really into magic and illusions. In fact, before I became a full-time YouTuber, I worked as a magician's assistant. Most of my videos are of things that would be nearly impossible to achieve in person, but with the right editing, they look real. In one of my videos, I jump into a glass of water which 'magically' becomes a large swimming pool.

2 Well, I don't know if I ever *wanted* to become a YouTuber. I liked making videos and using the editing apps on my phone and computer. I posted videos of my magic tricks and after only a few days I had 500 followers! That made me realise that people liked my ideas. I started posting three videos a week and after a month, I had more than 5,000 followers.

3 Just over 5 million. I'd like to reach 20 million followers, but I'm not there quite yet.

4 It's a long process; I work 6 days a week. On Sunday, I think about the magic tricks I want to do. On Monday and Tuesday I make the videos. I have a small team. They help me create videos. From Wednesday to Friday we edit and start posting the videos every other day. On Saturday, we rest.

5 It depends. The videos are rarely more than 45 seconds. Seems crazy that we put so much effort into a very short amount of time! We work late nights and don't get a lot of rest between videos. Everyone thinks that being a YouTuber is so easy, but in reality, it's exhausting.

6 Definitely NOT! It's a lot of long hours, and there's no guarantee that people are going to like what you post. But we have a lot of fun doing what we do, so in the end it's worth it.

7 The most important thing is to be yourself, and make your channel about something that you are interested in or passionate about. That will make it more fun for you, and will inspire others. Viewers can tell the difference between someone who posts just to be popular and someone who is really passionate about their work. The best way to get more viewers is to be true to yourself.

5 **1** B **2** B **3** A **4** B **5** A **6** B

RECUPERO

Recupero - Starter

Unit A

1 **1** 's **2** 'm **3** isn't **4** are **5** 'm not **6** 're **7** aren't **8** 's

2 **1** She **2** Our **3** They **4** My **5** Their **6** Your **7** Her **8** Its

3 **1** C **2** A **3** B **4** C **5** B **6** B **7** B **8** A

4 **1** that **2** Those **3** these **4** This **5** those **6** This **7** These **8** that

Unit B

5 **1** Is, he is **2** Are, they aren't **3** Am, you are/I am **4** Are, they are **5** Am, you aren't/I'm not **6** Is, it is **7** Is, he isn't **8** Is, it isn't

6 **1** February **2** fifteenth **3** Tuesday **4** winter **5** three **6** J **7** summer **8** Sunday

7 **1** How old **2** Where **3** What time **4** Which **5** How **6** What **7** Who **8** Why

Unit C

8 **1** chair **2** desk **3** door **4** wall **5** windows **6** floor **7** exercise book **8** bin

9 **1** c **2** f **3** a **4** h **5** e **6** b **7** g **8** d

10 **1** It **2** him **3** me **4** them **5** We **6** He **7** it **8** They **9** you **10** her

11 **1** Sit **2** don't put **3** Put **4** pay **5** Listen **6** write **7** Don't write **8** Use

12 **1** My **2** is **3** Which **4** second **5** are **6** How old **7** They **8** We **9** Our **10** 18 **11** It **12** windows **13** winter **14** between **15** half **16** Monday **17** This **18** move **19** work **20** it is

Recupero – Unit 1

1 **1** Chinese **2** draw **3** Ireland **4** speak **5** Polish **6** Brazil **7** play **8** ride

2 **1** are **2** is **3** isn't **4** Are **5** 'm **6** is **7** aren't **8** isn't

3 **1** a **2** the **3** the **4** an **5** a **6** an **7** a **8** an **9** a **10** an **11** The **12** a

4 **1** I can't act **2** Can you act **3** I can sing **4** Can you sing **5** I can't **6** my friend Rudy can sing **7** Can he play **8** He can play **9** Can you play **10** I can play **11** I can't draw **12** Can you draw

5 **1** Tara's pretty good at singing. **2** Karim can dance really well. **3** Ed's hopeless at chess. **4** Billie can't ride a bike at all. **5** Nikki can speak English quite well. **6** Ella isn't very good at skateboarding. **7** Viraj is great at drawing. **8** Beth can't swim very well.

6 **1** the **2** well **3** very/really **4** Spain **5** can **6** the **7** a **8** isn't **9** can't **10** Am **11** ride **12** can **13** can **14** Are **15** are

Recupero – Unit 2

1 **1** rucksack **2** sister **3** e-reader **4** trainers **5** aunt **6** watch **7** bike **8** niece

2 **1** cousins **2** watches **3** tomatoes **4** shelves **5** people **6** babies **7** days **8** photos

3 **1** Max's **2** sister's **3** grandparents' **4** Dylan's **5** children's **6** students'

4 **1** hasn't got **2** 've got **3** Have you got **4** haven't got **5** Have Ali and Kim got **6** 's got

5 **1** Whose **2** Mine **3** his **4** yours **5** theirs **6** ours

6 **1** There's **2** There are some **3** There aren't any **4** Is there **5** There aren't any **6** There are some **7** Are there any **8** There isn't

7 **1** 've got **2** brother **3** 's got **4** wardrobes **5** shelves

6 Finn's **7** games console **8** have got **9** ours **10** theirs **11** There's **12** there isn't **13** some **14** any

Recupero – Unit 3

1 **1** listen to **2** hang out **3** play in **4** go to **5** sports **6** do **7** go for **8** play

2 **1** go **2** plays **3** don't do **4** doesn't write **5** read **6** don't cost **7** don't listen **8** has

3 **1** Do you know **2** I/we don't **3** Does Chloe like **4** she doesn't **5** does Anna sit **6** She sits **7** Do your friends hang out **8** they don't **9** Do Yuri and Dana go **10** they do **11** Do you and Alex watch **12** we do **13** Does Arlo take **14** he does **15** do you and Eva do **16** We do

4 **1** always **2** every weekend **3** often **4** never **5** twice a week **6** usually **7** 's sometimes **8** never

5 **1** going **2** playing **3** running **4** watching **5** having **6** getting up **7** doing **8** making

6 **1** often hangs out **2** usually go **3** 's always **4** likes making **5** love taking **6** do you see **7** do you like doing **8** love playing **9** often go **10** Does Zoe like swimming **11** she doesn't **12** She hates

Recupero – Unit 4

1 **1** get up **2** get dressed **3** brush **4** get **5** have **6** Foreign Languages **7** Chemistry **8** get **9** have a snack **10** do **11** have **12** go to

2 **1** at **2** in **3** at **4** before **5** on **6** in **7** at **8** on **9** on **10** at

3 **1** isn't dancing **2** 's doing **3** Are your cousins staying, they are **4** 're walking **5** Is Irina having, she isn't **6** isn't listening **7** aren't studying

4 **1** The students are enjoying coding this year. **2** Jay usually has a shower before breakfast. **3** I don't understand this question. **4** Does Dani always walk to school? **5** Ebony never gets up early on Sundays. **6** Reese has Maths lessons twice a week. **7** Is the bus coming now? **8** Tilda's doing her homework at the moment.

5 **1** 's coming **2** arrives **3** 're having **4** 're spending **5** 's meeting **6** 're going **7** has **8** starts **9** finishes **10** 's **11** hope **12** 'm wearing

6 **1** A **2** B **3** A **4** C **5** B **6** B **7** C

Recupero – Unit 5

1 **fruit**: apples, peaches; **meat**: beef, ham; **vegetables**: onions, peas; **drink**: milk, fruit juice; **portions**: piece, slice; **containers**: bowl, packet

2 **1** some, an **2** any **3** any **4** some, some **5** a, some **6** some **7** any, some **8** some, any

3 **1** How much **2** How many **3** How much **4** How many **5** How much **6** How many **7** How many **8** How much

4 **1** a few **2** no **3** much **4** a lot of **5** lots of **6** many **7** a little **8** a few

5 **1** n't enough/too few **2** too much **3** too little **4** n't enough **5** enough **6** n't enough/too few **7** too many **8** not enough/too little

6 **1** some **2** How many **3** enough **4** too many **5** Some **6** any **7** little **8** much **9** fruit **10** few **11** lots **12** slice/little

Recupero – Unit 6

1 **1** director **2** artist **3** grew up **4** entrepreneur **5** doing a degree **6** journalist **7** retiring **8** for

2 **1** Ilya and I were at the cinema last night. **2** You were very late yesterday. **3** Were the teachers nice at your last school? **4** Evan wasn't ready to go. **5** Was the concert good last night? **6** You weren't at the beach last weekend. **7** Cody and Noor weren't at Anna's party. **8** Where were you born?

3 **1** got up **2** had **3** ate **4** left **5** met **6** chatted **7** showed **8** arrived **9** said **10** gave

4 **1** did they move to **2** Astrid didn't work **3** did Kurt eat **4** didn't take **5** Did Zack tell **6** did Yaz leave **7** did you dance with **8** didn't go out

5 **1** designed **2** did Benji take **3** played **4** happened **5** did you send **6** came **7** did you wear **8** wrote

6 **1** was born **2** grew up **3** She graduated **4** got married **5** wasn't **6** got divorced **7** she moved to **8** did she move to **9** chose **10** lived alone **11** did she get married to **12** happened

Recupero – Unit 7

1 **1** chemist's **2** plane **3** library **4** lorry **5** newsagent's **6** ferry **7** taxi **8** stadium

2 **1** should invite **2** shouldn't eat **3** should be careful **4** should I buy **5** shouldn't make **6** Should Ella do **7** shouldn't stay **8** should we go

3 **1** 'm not going to finish (P) **2** are you going to buy (I) **3** 're going to be late (P) **4** 'm going to have (I) **5** 'm not going to get (P) **6** 's going to leave (P) **7** Are we going to meet (I) **8** Is Amy going to have (I)

4 **1** around **2** past **3** from, to **4** across **5** under **6** through **7** up **8** towards

5 **1** on **2** at **3** in **4** in **5** at **6** at **7** in **8** on

6 **1** B **2** C **3** D **4** D **5** D **6** A **7** A **8** B

Recupero – Unit 8

1 **Clothes**: coat, joggers, jumper, skirt, socks
Accessories: belt, tie, scarf, glasses, gloves

2 **1** too long **2** n't old enough **3** cold enough **4** n't loud enough **5** too expensive **6** n't big enough

3 **1** nicer **2** worse, than **3** farther/further from **4** easier than **5** are trendier **6** bigger **7** less fashionable **8** drier

4 **1** much **2** bit/little **3** as **4** lot **5** not **6** lot **7** as **8** lot

5 **1** the best **2** the latest **3** the most famous **4** the biggest **5** the least difficult **6** the hottest **7** the best **8** the prettiest

6 **1** a little **2** earlier than **3** tall **4** much **5** lot **6** better **7** the best **8** worse **9** least **10** the most **11** as creative **12** tops

Verifiche adattate e compensate per studenti con DSA

LE VERIFICHE: METODO DI COMPENSAZIONE E SUGGERIMENTI PER LA PERSONALIZZAZIONE

Le verifiche proposte nel volume sono state compensate soprattutto nella modalità di presentazione delle stesse, grazie ad alcuni specifici accorgimenti in grado di alleviare la fatica degli alunni con DSA alle prese con i “compiti in classe”. Per effetto di questo tipo di compensazione “qualitativa”, la quantità di lavoro rimane di poco inferiore a quella dei corrispondenti test per normo-lettori. Va sempre ricordato che nella comprensione e nello svolgimento di attività di verifica scritta i ragazzi con DSA sono più lenti dei normo-lettori e, a parità di richieste, avrebbero bisogno di più tempo; spesso a scuola, però, per esigenze di orario, non è possibile concedere un tempo di esecuzione maggiore (fino al 30% in più) oltre la durata della verifica; per questo motivo, la compensazione può concretizzarsi nella facilitazione del compito, attuando una serie di strategie volte ad “aggirare” le difficoltà caratteristiche del disturbo specifico di apprendimento, salvaguardando però l’integrità degli obiettivi didattici.

La compensazione degli esercizi presente nel volume è però solo una di quelle che è possibile fare a partire dal materiale originario di *Goals*: si è cercato di elaborare una compensazione “standard”, nell’intento di contemperare, in una sorta di livello medio, le varie esigenze che fatalmente emergeranno dai singoli alunni con DSA, ciascuno diverso nella specificità del disturbo e nel grado di severità dello stesso. Non va dimenticato, infatti, che ogni alunno con DSA è prima di tutto una persona con caratteristiche proprie, abilità e motivazioni, e che quindi non ci sono due ragazzi con DSA uguali; ogni singola verifica può essere quindi rielaborata dal docente, al fine di **personalizzarla** in riferimento alle caratteristiche dell’alunno cui verrà assegnata.

Per questo motivo sono fornite anche **le prove originali in formato digitale**, formato che può essere utilizzato sia dal docente, per editare verifiche compensate e personalizzate, sia dagli studenti con DSA che utilizzano il computer con la pagina di videoscrittura in lingua, i quali potranno così utilizzare strumenti specifici a loro spesso familiari e sempre utili, quali il copia/incolla, i colori, l’evidenziazione, il correttore ortografico in lingua.

Gli esercizi di lessico e quelli relativi all’uso delle strutture della lingua delle verifiche originarie sono stati in qualche caso modificati oppure sono stati ridotti nel numero di frasi, forniti di liste di parole per la scelta delle soluzioni, o ancora impostati in maniera da privilegiare l’attività di *matching* rispetto a quella di produzione, senza contare che l’impaginazione più ariosa di per sé costituisce un valido supporto per una lettura meno difficoltosa. Nei test *Skills*, dove vengono messe alla prova le abilità di *Reading*, *Speaking* e *Listening* sono stati adottati gli stessi criteri di compensazione e adattamento degli *Units Tests*. Rispetto alla versione per i normo-lettori corrispondente si è cercato di rendere più agevole lo svolgimento degli esercizi, soprattutto per le attività di *Reading*.

Per quanto riguarda la valutazione, a fronte dell’avvenuta compensazione, le verifiche interrogano gli alunni con DSA non diversamente dal resto della classe, fatte salve le accortezze legate alla specificità dei loro disturbi.

Infine, ripercorriamo le principali tecniche di compensazione, con ulteriori suggerimenti per il docente che abbia necessità di elaborare delle verifiche personalizzate per uno o più dei propri alunni.

1) Editare con un font ad alta leggibilità (Arial, Verdana, Calibri, Comic Sans MS o comunque un font senza grazie); la dimensione consigliata è 12/14, se si utilizza il font Verdana va bene anche il corpo 11; l’interlinea da 1,2 a 1,5. Mantenere uno spazio evidente tra un esercizio e l’altro.
2) Se c’è la necessità di affiancare un esercizio di una certa complessità su due colonne è importante utilizzare dei box che fungano da “finestra” al fine di non confondere l’alunno.

3) Le consegne devono essere chiare, scritte in lingua madre e lette ad alta voce dal docente.
4) Gli esercizi devono verificare una regola sola per volta; vanno dunque evitate le doppie consegne all'interno dello stesso esercizio.
5) Gli esercizi non devono essere costruiti in modo "indiretto", per esempio anagrammi di parole per il lessico, esercizi sul riconoscimento dell'ora tramite gli orologi analogici, addizioni di numeri in cifra per scriverne in lettere il risultato; per i ragazzi con DSA sono più confacenti gli esercizi di riconoscimento che quelli di produzione, ottimi quelli con riferimenti iconici.
6) Sono inappropriati gli esercizi di tipo "fonetico" e ortografico (per esempio, fare scrivere gli accenti sulle parole o correggere quelle scritte male), così come quelli dove si devono completare o scrivere regole di grammatica.
7) Gli esercizi con soluzioni a risposta multipla sono adatti e consigliati.
8) È importante fornire un esempio e un box con il lessico soprattutto negli esercizi in cui vengono richiesti "inserimenti".
9) Se si ritiene necessario, si possono evidenziare in grassetto le parole chiave che riconducono alla regola (per esempio, il soggetto negli esercizi di coniugazione dei verbi).
10) L'uso delle mappe delle regole costruite dai ragazzi durante le verifiche, soprattutto se gli esercizi verificano irregolarità della lingua, è autorizzato e consigliato.
11) La traduzione dalla lingua madre alla lingua 2 è sconsigliata, le forme di produzione scritta, a meno che la richiesta non sia valutata molto semplice, possono essere proposte ma con esercizi guidati e fornendo il lessico "chiave".
12) Quando le difficoltà persistono e se ne ravvisa la necessità, il docente può utilizzare l'interrogazione orale come compensazione dello scritto.

Tabelle di valutazione

Per tutte le tabelle di valutazione si fa riferimento all'Introduzione test standard (pp. 140-143). Qui di seguito vengono fornite le tabelle per gli Skills Test e i Listening Test, che hanno punteggi diversi rispetto alla corrispondente versione standard.

Punteggio totale di 30 punti: **Skills Test**

Da 26 a 30 punti	10	**Da 11 a 15 punti**	7
Da 21 a 25 punti	9	**Da 6 a 10 punti**	6
Da 16 a 20 punti	8	**Da 1 a 5 punti**	1-5

Punteggio totale di 25 punti: **Listening Test**

Da 22 a 25 punti	10	**Da 7 a 10 punti**	7
Da 18 a 21 punti	9	**Da 6 a 9 punti**	6
Da 11 a 17 punti	8	**Da 1 a 5 punti**	1-5

Unit A
STARTER TEST

Name ______________________ Class ______________

1 Scegli l'alternativa corretta.

1 Carter **is** / **are** from London.
2 Mara **isn't** / **'m not** on the bus.
3 Mike and Joe **is** / **are** brothers.
4 Chloe and I **'m not** / **aren't** sisters.
5 I **aren't** / **'m not** at home.

……. / **5**

2 Completa le frasi con la forma corretta del verbo be. Usa la forma contratta quando possibile. Usa i suggerimenti dati.

1 We ____________________ here on holiday. (✓)
2 Francesca ____________________ alone. (✗)
3 I ____________________ 14 years old. (✓)
4 Tom ____________________ a good singer. (✓)
5 Amy and Jake ____________________ at school today. (✗)
6 I ____________________ from Australia. (✗)

……. / **6**

3 Scegli l'alternativa corretta.

1 Katia's on holiday with **she** / **her** family.
2 The girls aren't at home. **They** / **Their** 're at school.
3 This is Rob. **He** / **His** 's my best friend.
4 We aren't in 1B. It isn't **we** / **our** class.
5 They're at the cinema with **they** / **their** dad.

……. / **5**

4 Completa le frasi con le parole date.

our ● my ● 'm (x2) ● she ● are (x2) ● they ● isn't ● 's

Hi (**1**) ____________________ name is Lila. I (**2**) ____________________ 13 years old and I (**3**) __________________ from London. My best friends (**4**) __________________ Amy and Ellie. This year, (**5**) ____________________ aren't in my class. Amy and I (**6**) ____________________ on the football team, but (**7**) ____________________ team (**8**) ____________________ very good. Ellie (**9**) ____________________ a singer, (**10**) ____________________ 's great!

……. / **10**

5 Abbina i numeri in cifre (1-5) ai numeri in lettere (A-E).

1 108	**A** thirty
2 12	**B** one hundred and eight
3 30	**C** twelve
4 15	**D** fifteen
5 94	**E** ninety-four

.... / **5**

6 Abbina gli orari in cifre (1-5) agli orari in lettere (A-E).

1 3.00 pm	**A** It’s quarter past two in the morning.
2 2.15 am	**B** It’s three o’clock in the afternoon.
3 8.30 am	**C** It’s quarter to eleven in the morning.
4 10.45 am	**D** It’s half past eight in the morning.
5 9.50 pm	**E** It’s ten to ten in the evening.

.... / **5**

7 Completa con this, that, these o those. Usa le indicazioni fra parentesi.

1 Is ____________________ your dad? (**far**)

2 Are ____________________ students in your class? (**near**)

3 ____________________ film is for over 15s. (**near**)

4 Are ____________________ your friends? (**far**)

5 ____________________ books are for English. (**near**)

6 ____________________ ’s a great photo. (**far**)

.... / **6**

8 Completa la chat con le espressioni date.

Don’t freak out ● Hurry up! ● Very funny! ● right

A Joy, the bus is at 7.50 and you aren’t here. (**1**) ____________________ We’re late!

B (**2**) ____________________ , Beth. I’m nearly there.

A Good. You’re OK for our presentation, (**3**) ____________________ ?

B Our presentation? That’s today?

A (**4**) ____________________

.... / **8**

Total ..... / 50

STARTER TEST

Name ________________________ Class _______________

1 Completa le domande e le risposte brevi con la forma corretta del verbo **be**.

1 ‘ _________________ you on the list?’ ‘No, I _________________ .’

2 ‘ _________________ your birthday on Tuesday?’
‘Yes, it _________________ .’

3 ‘ _________________ Giulia and Sarah sisters?’
‘No, they _________________ .’

4 ‘ _________________ you and Ben on the bus?’ ‘Yes, we _________________ .’

5 ‘ _________________ Amy late?’ ‘No, she _________________ . She’s here.’

6 ‘_________________ your house small?’ ‘Yes, it _________________ .’

7 ‘_________________ Eddie fifteen?’ ‘No, he _________________ .’

8 ‘_________________ your mum and dad from Leeds?’
‘Yes, they _________________ .’

.... / **16**

2 Scegli l’alternativa corretta.

1 Judo is on **Wednesdays** / **January**.

2 My favourite season is **winter** / **June**.

3 Her birthday is in **Thursday** / **March**.

4 **Saturday** / **Tuesday** is at the weekend.

5 We’re at school in **December** / **August**.

6 Halloween is in **summer** / **autumn**.

.... / **6**

3 Abbina le date in cifre (1-5) alle date in lettere (A-E).

1 7/1
2 22/2
3 19/4
4 9/7
5 13/11

A It’s the ninth of July.
B It’s the thirteenth of November.
C It’s the seventh of January.
D It’s the nineteenth of April.
E It’s the twenty-second of February.

.... / **5**

Name ______________________ Class ____________

4 Completa l'alfabeto inglese con le lettere date.

H ● Y ● O ● D ● U

A B C ___ E F G ___ I J K L M N ___ P Q R S T ___ V W X ___ Z

.... / **5**

5 Scegli l'alternativa corretta.

1 **What** / **Who** 's your favourite actor?

2 **Where** / **Which** is your favourite season?

3 **Where** / **Who** are you from?

4 **How** / **What** 's your favourite pizza?

5 **Who** / **When** 's your birthday?

6 '**How** / **Why** are you?' 'Fine, thanks.'

7 '**Where** / **What** 's your house?' 'In Moe Street.'

8 **When** / **What** time is it?

9 '**Where** / **When** 's the concert?' 'On Tuesday.'

10 '**How old** / **Who** is your mum?' 'She's 47.'

.... / **10**

6 Completa il dialogo con le espressioni date.

See you ● I'm interested in ● What's your name ● I'll check

A Hello, (**1**) _________________ karate classes.

B Great! They're on Tuesdays at 6.30.

A (**2**) _________________ my timetable. That's perfect.

B OK. (**3**) _________________ ?

A Emma Stark.

B OK Emma, (**4**) _________________ on Tuesday!

.... / **8**

Total ..... / 50

Name ______________________ Class ______________

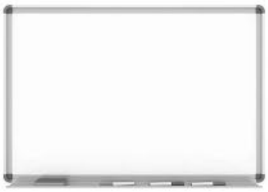
1 Abbina le parole (1-6) alla loro traduzione (A-F).

1 finestra	**A** door
2 banco	**B** window
3 sedia	**C** wall
4 parete	**D** chair
5 pavimento	**E** floor
6 porta	**F** desk

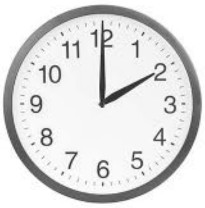
.... / **6**

2 Scrivi le parole date sotto alle immagini corrispondenti.

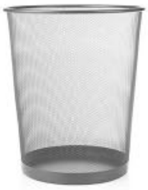
bin ● ruler ● board ● clock



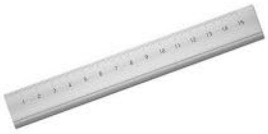
1 ______________



2 ______________



3 ______________



4 ______________

.... / **4**

3 Sostituisci le parole in grassetto con gli ‘object pronouns’ dati.

it (x2) ● you ● us ● him ● them

1 This pizza’s for **you and me**. → This pizza’s for __________________ .

2 That’s a picture of **Kim and Ben**. → That’s a picture of __________________ .

3 It’s a present for **you and Mike**. → It’s a present for __________________ .

4 Leave **your umbrella** at the door. → Leave __________________ at the door.

5 Erik isn’t here. Message **Erik**. → Message __________________ .

6 Take **this note** to Mr Lee. → __________________ to Mr Lee.

.... / **6**

4 Scegli l'alternativa corretta.

1 **Eat / Don't eat** those pizzas. They're for the party.
2 **Open / Don't open** your books on page 37 and read.
3 **Be / Don't be** late! The train leaves at 9.
4 **Make / Don't make** noise! Shh.

.... / **8**

5 Abbina le regole della classe (1-5) alla loro traduzione (A-E).

1 Guardate la presentazione!	**A** Be quiet, please!
2 Leggete questo libro!	**B** Watch the presentation!
3 Non parlate in classe!	**C** Don't stand on the chair!
4 Non state sulla sedia!	**D** Read this book!
5 State calmi per favore!	**E** Don't talk in class!

.... / **10**

6 Completa il testo con le preposizioni date.

in front of ● behind ● between ● next to ● under ● on

Pete, you sit there, (**1**) ______________ the clock and leave your bag (**2**) ______________ the floor. Alma, sit in the second **row** (fila) (**3**) ______________ Oscar and Eliana. Efrem you sit (**4**) ______________ Eliana. Great. Casper, sit (**5**) ______________ Alma in the front row and Sophie you sit (**6**) ______________ her. Perfect.

.... / **6**

7 Scegli l'alternativa corretta.

A That's the homework for Friday, (**1**) **any questions? / pay attention.**
B (**2**) **Is it / It's** OK to work in groups, Miss?
A No, it isn't. Do the homework in pairs, please. (**3**) **Is that clear? / Leave it!**
B Yes, Miss. Work in groups.
A No, in pairs, Hannah. (**4**) **Any questions? / Pay attention.**
B The door's open, Miss.
A (**5**) **Leave it. / Is that clear?** It isn't a problem, Hannah.

.... / **10**

Total ..... / 50

Unit 1 Goals A2

UNIT TEST

Name ________________________ Class _______________

Vocabulary

1 Completa le frasi con i paesi o le nazionalità dati.

Brazilian ● South Korean ● British ● Scotland ● Ireland

1 K-pop is from South Korea. It's _________________ .

2 Liam and Mark are Scottish. They're from _________________ .

3 Jade is _________________ . She's from Brazil.

4 My mum and dad are Irish. They're from _________________ .

5 Tim's from London. He's _________________ .

……. / **5**

2 Completa le frasi con le abilità date.

play chess ● draw ● sing ● swim ● speak another language

1 You can speak English. Can you ______________________________ ?

2 Katy Perry can ______________________________ really well. Listen to her!

3 This is a great picture of Dad. You can ______________________________ very well!

4 I can't ______________________________ . The rules are too complicated.

5 We can't ______________________________ in this water. It's too cold!

……. / **5**

Grammar

3 Completa con la forma corretta del verbo be. Usa la forma contratta quando possibile.

A Hello. You (**1**) _________________ Harlow, right?

B Yes, I (**2**) _________________ and these (**3**) _________________ my friends, Ruby and Farrell.

A (**4**) _________________ you all Canadian?

B No, we (**5**) _________________ . Farrell (**6**) _________________ Irish.

A (**7**) _________________ this your first time at camp?

B No, It (**8**) _________________ .

A I (**9**) _________________ in group B.

B We (**10**) _________________ in group B too!

……. / **10**

UNIT TEST

Name __________________ Class __________

4 Completa le frasi con a, an, the o nessun articolo (-).

1 Is Billie Eilish __________________ American singer?

2 __________________ 'Stranger Things' is a great TV series.

3 London is __________________ capital city of the UK.

4 This isn't __________________ difficult exercise.

5 Who's __________________ Prime Minister of Italy?

.... / 5

5 Scegli l'alternativa corretta.

1 I **can** / **can't** speak French quite well.

2 You **can** / **can't** sit there. It's reserved.

3 Mia **can** / **can't** sing at all.

4 It's sunny. We **can** / **can't** go to the park.

5 '**Can** / **Can't** Joe skateboard?' 'No, he can't.'

.... / 5

6 Completa con la forma corretta delle parole fra parentesi.

1 Hazel ______________________________ (**not be** / **very good at** / **act**).

2 Gabe and I ______________________________ (**be** / **great at** / **chess**).

3 Mum and dad ______________________________ (**be** / **pretty bad at** / **dance**).

4 Mia ______________________________ (**be** / **very good at** / **speak English**).

5 Harry ______________________________ (**be** / **hopeless at** / **ride a scooter**).

.... / 10

Communication

7 Completa il dialogo con le espressioni date.

big city ● new school ● give you my number ● new friends ● are you from

A Hey Beth, how's your (**1**) ______________________________ ?

B It's OK. It isn't easy to make (**2**) ______________________________ .

A Well, I can (**3**) ______________________________ . Call me.

B Cool. Thanks.

A So, where (**4**) ______________________________ ?

B I'm from Sydney, in Australia. It's a (**5**) ______________________________ .

.... / 10

Total ..... / 50

Unit 2 **Goals A2**

UNIT TEST Name ______________________ Class ______________

STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS

Vocabulary

1 Scegli l'alternativa corretta.

1 Your uncle's son is your **brother** / **cousin**.
2 What's the time my **watch** / **e-reader**'s wrong.
3 Mia's dad's sister is her **uncle** / **aunt**.
4 She can't hear you. She's got **headphones** / **rollerblades** on.
5 Amy's dad is her mum's **husband** / **wife**.

.... / **10**

Grammar

2 Completa con la forma corretta delle parole tra parentesi.

1 There are five ________________ (**person**) in my family.
2 I've got two ________________ (**sandwich**) for lunch.
3 Kate's ________________ (**dog**) are black and grey.
4 My ________________ (**hobby**) are music and sport.
5 Divide the pizza in two ________________ (**half**).

.... / **5**

3 Scegli l'alternativa corretta.

1 **Sara's** / **Saras'** skateboard isn't new.
2 **Mark's** / **Marks'** band are really good.
3 My **city's** / **citys** park is beautiful.
4 **Leo's** / **Leos'** sister is Olivia.
5 My **grandparent's** / **grandparents'** house is in London.

.... / **5**

4 Completa le frasi con la forma corretta di have got seguendo le indicazioni. Usa la forma contratta e le risposte brevi quando possibile.

1 Oscar and Theo ____________________ a big house. (✗)
2 My aunt Lucy ____________________ three daughters. (✓)
3 I ____________________ a laptop. (✓)
4 **A** ____________________ Greta ____________________ the concert tickets? (?)
B No, she ____________________ . (✗)
5 **A** ____________________ your grandparents ____________________ a pet dog? (?)
B Yes, they ____________________ . (✓)

.... / **10**

UNIT TEST

Name ________________________ Class ____________

5 Completa il dialogo con le parole date.

his ● Whose ● hers ● yours ● mine

A (**1**) __________________ is this phone? Is it (**2**) __________________ , Anna ?

B No, it isn't (**3**) __________________ . Ask Julia. Maybe it's (**4**) __________________ .

A No, it isn't. Julia's got a pink phone cover. This cover's black.

B Theo's got a black cover, it's (**5**) __________________ !

.... / **5**

6 Scegli l'alternativa corretta.

My brother and I are in the same room. It's a big room so (**1**) **there's** / **there are** a lot of space. (**2**) **There are** / **There is** two desks, two beds, and two chests of drawers. (**3**) **There aren't** / **There isn't** a TV, but we've both got laptops. There are (**4**) **some** / **any** posters on the walls. My side of the room is tidy. I haven't got (**5**) **some** / **any** clothes or books on the floor. Well, (**6**) **there's** / **there are** notebooks on the desk, but that's it! My brother's side isn't tidy at all. (**7**) **There aren't** / **There isn't** shelves or (**8**) **some** / **any** boxes for his stuff. It's a mess!

.... / **8**

Communication

7 Scegli l'alternativa corretta.

A I've got a lot of things. I haven't got (**1**) **space for all of it** / **a lot of things**. How about you?

B Well my room isn't (**2**) **near the window** / **very big**.

A (**3**) **There is** / **Have you got** a chest of drawers?

B No, but (**4**) **there's** / **'ve got** a big wardrobe. And I (**5**) **can put things** / **'ve got some** under my bed.

A (**6**) **Are there** / **Is there** shelves on the walls?

B Yes! But (**7**) **it's** / **they're** full of books and photos!

.... / **7**

Total ..... / 50

STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS

Unit 3 **Goals A2**

UNIT TEST

Name ______________________ Class ______________

Vocabulary

1 Completa le frasi con le attività del tempo libero date.

play video games ● make videos ● play in a band ● read ● for a walk ● write a blog

1 When it's sunny, I like going __________________ in the countryside.
2 Zoe and I __________________ on holiday and show them to our friends.
3 El and Mia __________________ . Their posts and articles are cool.
4 Mr Ross tells us to __________________ different articles for research.
5 I __________________ every day. I'm really good at 'Fortnite'.
6 Luke and I __________________ . We've got a concert on Saturday.

.... / **6**

2 Completa con la forma corretta di play, do o go.

1 Liam __________________ basketball for the school team.
2 Lyn __________________ martial arts. Her favourite is karate.
3 My parents __________________ cycling around the city every Sunday.
4 We don't __________________ swimming in the sea in winter. It's too cold!
5 The team __________________ weights at the gym after training.
6 I __________________ skiing in winter. I love the snow.

.... / **6**

Grammar

3 Completa coniugando al Present simple i verbi tra parentesi.

Evan and Dana are my cousins. Their mum is Spanish and their dad is Italian, so they (**1**) __________________ (**speak**) three languages. They've got family all over the world but they (**2**) __________________ (**not travel**) very often because they don't like flying. They (**3**) __________________ (**live**) near me, and we (**4**) __________________ (**walk**) to school together every day. After school we (**5**) __________________ (**like**) listening to music and playing video games. They (**6**) __________________ (**not do**) sports but they are in a band. Evan (**7**) __________________ (**sing**) and Dana (**8**) __________________ (**play**) the drums. They're really good.

.... / **8**

4 Usa i suggerimenti per scrivere risposte brevi alle domande.

1 Do Kim and Jo play football? (✓)
____

2 Do you and Mila do judo? (✗)
____

3 Does Carla like sushi? (✓)
____

4 Do you and your family go to the beach in summer? (✗)
____

5 Does Josh write a blog? (✓)
____

.... / **10**

5 Completa con la forma e l'ordine corretti delle parole tra parentesi.

1 My cousin ____________________ (**visit** / **usually**) me in the summer.
2 I ____________________ (**go shopping** / **sometimes**) with my mum.
3 Elsa ____________________ in a band ____________________ (**play** / **twice a week**).
4 Our dog Spot ____________________ (**be** / **always**) happy.
5 I ____________________ (**go** / **never**) to operas.
6 Sean ____________________ (**win** / **hardly ever**) at chess.

.... / **6**

6 Completa le frasi con like, love, hate, don't mind + -ing usando i verbi tra parentesi.

1 Karen ___________________________________ (**watch**) TV. 🙂
2 We ___________________________________ (**have**) lunch outside. 🙂 🙂
3 My classmates ___________________________________ (**take**) tests. 🙁 🙁
4 My brother ___________________________________ (**walk**) the dog. 😐
5 Lee ___________________________________ (**make**) cakes. 🙂
6 Dad ___________________________________ (**sing**) in the shower. 🙂 🙂

.... / **6**

Communication

7 Metti in ordine le battute del dialogo (1-4).

A ____ **Anne** So, do I.
B ____ **Mike** Really? I do and I love taking photos.
C ____ **Mike** Do you like making videos?
D ____ **Anne** No, I don't.

...... / **8**

Total ..... / 50

Unit 4

UNIT TEST

Name ______________________ Class ______________

Goals A2

Vocabulary

1 Completa con le attività date.

have a shower ● get dressed ● get home ● brush my teeth ● get up

1 Your mum works a lot. Does she often ______________________________ late?

2 I usually ______________________________ and get dressed before breakfast.

3 My brother and I ______________________________ at 7.00 every morning.

4 We ______________________________ quickly because we've got a uniform.

5 I always ______________________________ after meals.

……. / **5**

2 Abbina le materie (1-5) alle definizioni (A-E).

1 Computer Science	**A** You study past events.
2 Foreign Languages	**B** You study numbers, forms and space.
3 History	**C** You learn to communicate in different ways.
4 Maths	**D** You study different substances.
5 Chemistry	**E** You learn about hardware, software and the Internet.

……. / **5**

Grammar

3 Scegli la preposizione di tempo corretta.

1 I brush my teeth **before** / **after** I go to bed.

2 Anita goes shopping **on** / **at** Fridays.

3 The stars shine **at** / **in** night.

4 School finishes **on** / **in** June.

5 The party is **at** / **on** the 6th of May.

6 We love snowboarding **in** / **at** winter.

……. / **6**

4 Completa con il verbo tra parentesi al Present continuous.

1 'What __________ you __________ (**do**)?' 'I __________ (**make**) a sandwich.'

2 We __________ (**go**) to the cinema. __________ you __________ (**come**)?

3 Lara __________ (**not get dressed**) for the party. She __________ (**study**) tonight.

4 '__________ Mark __________ (**sleep**)?' 'No, he __________ (**have**) a shower.'

5 They __________ (**not stay**) in the hotel. They __________ (**camp**) near the beach!

……. / **10**

STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS

5 Completa con i verbi tra parentesi al Present simple o al Present continuous.

Alexa is a university student. She (**1**) ____________________________ (**study**) medicine. But she (**2**) ____________________________ (**not want**) to be a doctor, she wants to be a nurse. She (**3**) ____________________________ (**have**) lots of lessons every day. She (**4**) ____________________________ (**get up**) every morning at 6.30 and (**5**) ____________________________ (**study**) for an hour. Today, her classmate Anna (**6**) ____________________________ (**help**) her. They (**7**) ____________________________ (**prepare**) a presentation for one of Alexa's exams. Alexa thinks university (**8**) ____________________________ (**be**) hard, but she loves it!

……. / **8**

6 Scegli il tempo verbale corretto.

1 We **go** / **are going** on holiday to France next summer.

2 The school bus **is leaving** / **leaves** at 8.00.

3 Our teacher **doesn't give** / **isn't giving** us a test tomorrow.

4 They **are practising** / **practise** for the concert this weekend.

5 The film **starts** / **is starting** at 4.30.

……. / **10**

Communication

7 Completa il dialogo con le espressioni date.

How about ● 'd rather ● I'm not sure ● Let's go ● Good idea ● Shall we

A Hey Thomas, I'm bored.

B (**1**) ____ to the cinema!

A (**2**) ______________________________________ . I haven't got much money.

B OK. (**3**) ______________________________________ going to the park?

A I (**4**) ______________________________________ stay home

B (**5**) ______________________________________ play video games?

A (**6**) ______________________________________ !

……. / **6**

Total ……. / 50

UNIT TEST

Name ______________________ Class ______________

Vocabulary

1 Abbina i nomi degli alimenti (1-5) alle descrizioni (A-E).

1 peach	**A** You can make crisps with these.
2 bread	**B** Italians often eat these at breakfast.
3 courgette	**C** You make toast with this.
4 potatoes	**D** An orange summer fruit.
5 biscuits	**E** A long green vegetable with a yellow flower.

……. / **5**

2 Completa con le parole date.

bowl ● slice ● piece ● packet ● tin

1 I need a _______________________ of tomatoes for the sauce.

2 Can I have a _______________________ of your pizza?

3 Tommy has a _______________________ of crisps for lunch every day.

4 My brother never gives me a _______________________ of his chocolate.

5 My favourite winter meal is a big _______________________ of vegetable soup.

……. / **5**

Grammar

3 Completa con some, any, a / an.

Hey Ivy, are you ready for the party? Lola is making (**1**) ______________ sandwiches but we haven't got (**2**) ______________ plates or cups. Can you bring them? We also need (**3**) ______________ fizzy drinks. I have (**4**) ______________ music on my phone but we haven't got (**5**) ______________ wireless speaker. Do you have one?

……. / **10**

4 Completa le frasi con How much o How many.

1 ______________________________ TV do you and your family watch?

2 ______________________________ rooms are there in your house?

3 ______________________________ pairs of shoes does Laila own?

4 ______________________________ sport does Liam do?

5 ______________________________ homework do you get on weekdays?

……. / **5**

Name ______________________ Class ____________

5 Scegli l'alternativa corretta.

1 Vegetables contain **lot of** / **lots of** vitamins and minerals.
2 I have **a few** / **a little** really good friends.
3 I can't go to the cinema. I haven't got **much** / **many** money.
4 Oliver likes his tea with **a little** / **a few** sugar.
5 Martina doesn't eat **much** / **many** desserts.

.... / **5**

6 Completa con **too much** / **too many**, **too little** / **too few**, **(not) enough**.

1 Sorry, I can't do it today. I haven't got ______________________________ time.
2 We're cancelling the concert. There are ______________________________ people.
3 No more crisps! You eat ______________________________ junk food.
4 I rarely go into the centre. There are ______________________________ tourists.
5 The tickets are expensive. Have you got ______________________________ money?

.... / **10**

Communication

7 Completa il dialogo con le espressioni date.

Here ● I'll have ● Anything to ● Are you ready ● That's ●
thank you ● please ● Would you ● that ● get you

Waiter (**1**) __________________ to order?
Customer Yes, (**2**) __________________ .
Waiter What can I (**3**) __________________ ?
Customer (**4**) __________________ a hamburger, please.
Waiter (**5**) __________________ like any chips with (**6**) __________________ ?
Customer No, (**7**) __________________ .
Waiter (**8**) __________________ drink?
Customer I'll have a mineral water.
Waiter (**9**) __________________ £9.99 in total.
Customer (**10**) __________________ you are.

.... / **10**

Total .... / 50

UNIT TEST

Name ______________________ Class ______________

Vocabulary

1 Abbina le professioni (1-5) alle definizioni (A-E).

1 photographer	**A** Designs buildings.
2 inventor	**B** Captures special moments.
3 director	**C** Creates or discovers new methods.
4 architect	**D** Creates texts for people to read.
5 writer	**E** Manages the making of a film.

.... / **5**

2 Completa con i 'life events' dati.

got married ● was born ● grew up ● lives with

1 Rob ___________________________ on the 16th of April, 1990.

2 My sister ___________________________ her boyfriend in a small flat.

3 Mum and Dad ___________________________ 25 years ago today.

4 Grandad ___________________________ in Dublin. Then his family moved to London.

.... / **4**

Grammar

3 Completa con il verbo be al Past simple.

Hi, I'm Luke. Last weekend (**1**) ________________________ my birthday. I don't really like birthdays, but it (**2**) ________________________ a special day. My cousins from London (**3**) ________________________ in town. I (**4**) ________________________ worried on the way to the train station because there (**5**) ________________________ a lot of traffic, but luckily we (**6**) ________________________ late.

.... / **6**

4 Completa le domande relative all'esercizio 3 con le parole date.

Were ● Who ● When ● Why

1 '_________________________ was Luke's birthday?' 'It was last weekend.'

2 '_________________________ visited Luke?' 'Luke's cousins visited him.'

3 '_________________________ was Luke worried?' 'Because there was a lot of traffic.'

4 '_________________________ they late?' 'No, they weren't.'

.... / **8**

Unit 6 **Goals A2**

UNIT TEST Name ______________________ Class ___________

5 Completa con i verbi dati al Past simple.

not like ● arrive ● not study ● rain ● go

1 We __________________________ on holiday to Greece last year.
2 Lisa __________________________ for the exam. She got a bad mark.
3 Their train __________________________ late.
4 It __________________________ all day yesterday. It's sunny today.
5 I __________________________ the new 'Star Wars' film. It was really long.

.... / **5**

6 Completa le domande con il Past simple dei verbi tra parentesi.

1 When __________________ they __________________ (**go**) on holiday?
2 What __________________ you __________________ (**get**) for Christmas last year?
3 What __________________ (**happen**) at school yesterday?
4 __________________ Liam __________________ (**see**) the film yesterday?
5 Who __________________ (**give**) you the answers?
6 __________________ you __________________ (**talk**) to Ms Lee?

.... / **12**

Communication

7 Metti in ordine le battute del dialogo (1-5).

A ___ **Isla** No, I didn't. It was boring. What did you do?
B ___ **Isla** Not bad. I went into the centre. Afterwards, I went to Mark's party.
C ___ **Leo** I went to the cinema with my brothers.
D ___ **Leo** How was your Sunday?
E ___ **Leo** Did you have a good time at the party?

.... / **10**

Total .... / 50

Unit 7
UNIT TEST

Name ______________________ Class ______________

Vocabulary

1 Completa con i negozi e i luoghi in città dati.

museum ● clothes shop ● hospital ● office building

1 Yesterday I went to a _________________________ to look for a dress for the party.

2 Oscar's in _________________________ . He's not well.

3 Does your mum work at that new _________________________ on Green Street?

4 Tomorrow we're going on a school trip to the Egyptian _________________________ .

.... / **4**

2 Abbina i mezzi di trasporto (1-4) alle definizioni (A-D).

1 tram	**A** A big comfortable bus for long journeys.
2 ferry	**B** A boat for transporting people and vehicles across water.
3 coach	**C** A light motorcycle.
4 scooter	**D** An electric vehicle that transports people in cities on tracks.

.... / **4**

Grammar

3 Completa con should / shouldn't.

1 The neighbours ________________________________ play loud music. It's really late.

2 Where ________________________________ we go this weekend?

3 Lucy ________________________________ go out tonight. She's got a test tomorrow.

4 You ________________________________ use your phone in class.

5 I ________________________________ do more sport, but I'm a bit lazy!

.... / **5**

4 Completa con i verbi tra parentesi e be going to.

We (**1**) ______________ (**not stay**) at home this weekend. We (**2**) ______________ (**go**) to the beach. On Friday, we (**3**) ______________ (**eat**) out. My friend Ethan (**4**) ______________ (**be**) there too! He (**5**) ______________ (**bring**) his surfboard, and he (**6**) ______________ (**teach**) me how to surf! (**7**) ________ we ________ (**have**) a great time? Yes, we are!

.... / **7**

UNIT TEST

Name ______________________ Class ____________

5 Completa con la forma corretta dei verbi dati.

drive ● miss ● get into ● get off

1 There was too much traffic, so we ____________________ our flight.
2 Daisy ____________________ the bus on Main Street and then walks.
3 My uncle ____________________ a city bus. It's his job.
4 ____________________ the car! We're leaving!

.... / **8**

6 Scegli l'alternativa corretta.

1 Let's take the ferry **under** / **across** the river.
2 We're walking **along** / **towards** the library, but we can't see you.
3 I can see you **through** / **across** the window.
4 We walked **past** / **around** the carpark for 30 minutes before we found our car.

.... / **4**

7 Completa con le preposizioni at, in, on o past.

1 Last week we were ______ London.
2 We drove _________ the turn.
3 I like taking pictures ______ the bridge.
4 I'm waiting for you ______ the station.

.... / **4**

Communication

8 Completa il dialogo con le espressioni date.

It isn't ● then take ● It's ● Go ● does it take ● How far ● how do

A Excuse me, (**1**) __________________________________ I get to the station?
B (**2**) __________________________________ straight on,
(**3**) __________________________________ the first left into Grafton Street.
A Thank you. (**4**) __________________________________ is it?
B (**5**) __________________________________ far.
A How long (**6**) __________________________________ ?
B (**7**) __________________________________ about 1 minute walk.

.... / **14**

Total ..... / 50

UNIT TEST

Name ______________________ Class ______________

Vocabulary

1 Completa con i capi d'abbigliamento dati.

socks ● dress ● jumper ● boots ● hoodie

1 Oscar is casual today. He's wearing a _________________ and baggy shorts.
2 Grandma gives me a warm patterned _________________ for Christmas every year.
3 Lucy bought a pair of long _________________ at the shoe shop for winter.
4 I always wear black _________________ with black shoes.
5 Do you like my wedding _________________ ?

……. / **5**

2 Scegli l'alternativa corretta.

1 What's the time? I haven't got my **watch** / **bracelet**.
2 My **trainers** / **fitness tracker** counts every step I take.
3 It's 30 degrees, not a cloud in the sky. Where are my **sunglasses** / **sandals**?
4 Leah needs a **tie** / **belt**. Her trousers are too big!
5 These **gloves** / **shoes** keep my hands warm.

……. / **5**

Grammar

3 Completa le frasi usando too / (not) enough e un aggettivo dato, come nell'esempio.

interesting ● strong ● [✓ fast] ● confusing ● short ● old ● busy ● warm

0 She is driving **fast enough** to arrive on time.
1 Mike doesn't play basketball. He's __________________________________ .
2 Jane is finally __________________________________ to drive a car.
3 Craig never comes out with us. He's always __________________________________ .
4 'Do you need a coat?' 'No, thanks. I'm __________________________________ .'
5 I'm not going to finish this book. It's __________________________________ .
6 I'm __________________________________ to move this wardrobe on my own.
7 I can't understand this text. It's __________________________________ .

……. / **7**

UNIT TEST

Name ________________________ Class ____________

4 **Abbina gli aggettivi (1-4) ai comparativi (A-D) e superlativi (a-d).**

1 bad	**A** funnier	**a** the funniest
2 big	**B** worse	**b** the biggest
3 small	**C** smaller	**c** the worst
4 funny	**D** bigger	**d** the smallest

……./**12**

5 **Scegli l'alternativa corretta.**

1 The 'Harry Potter' films are **gooder** / **better** than the books.

2 Cara's house is **the biggest** / **a bigger** house on our street.

3 The lion is **the more** / **the most** dangerous animal in the savanna.

4 The blue car is **sportier** / **more sporty** than the green one.

5 Is Science your **more difficult** / **most difficult** subject?

……. / **5**

6 **Completa con i comparativi o i superlativi delle parole tra parentesi.**

1 It's ___________________ (**high**) building in the city. It's higher than the cathedral.

2 Tom's ___________________ (**good**) student I know. He's brilliant.

3 My room is ___________________ (**messy**) yours. Yours is perfect.

4 Mr Smith isn't great. He's our ___________________ (**interesting**) teacher.

5 Chiara Ferragni is ___________________ (**famous**) Italian influencer at the moment.

……. / **10**

Communication

7 **Completa il dialogo con le espressioni date.**

do you ● That's ● I try ● suit ● take ● changing rooms

A I like these. Can (**1**) ______ them on?

B Sure! The (**2**) ________ are over there.

A What (**3**) ___________________ think?

B They (**4**) ___________________ you.

A I'll (**5**) ___________________ them.

B (**6**) ___________________ £25.00.

……. / **6**

Total ….. / 50

CUMULATIVE TEST

Name ______________________ Class ______________

Vocabulary

1 Scegli l'alternativa corretta.

1 We're from **Polish** / **Poland**.
2 This cake is great, you can **cook** / **act** really well!
3 Mel's **Swiss** / **Switzerland**.
4 Can you **sing** / **play** chess? It's a difficult game.
5 Lea's a ballerina. She can **dance** / **draw**.

......./**10**

2 Completa con le parole date.

grandad ● uncle ● dad ● cousin ● aunt ● skateboard ● grandma ● dog ● parents ● mum

This is a picture of my family. I'm in the middle between my (**1**) ______________ . My (**2**) ______________ , Sarah, is on my left and my (**3**) ______________ , David, is on my right. His brother, Ted, is next to him. He's my favourite (**4**) ______________ . He and my (**5**) ______________ , Susan, have one son, my (**6**) ______________ , Michael. He's on his (**7**) ______________ . It's his favorite possession. In front of Michael, is my (**8**) ______________ , Agnes. She's 80 years old, today! My (**9**) ______________ , Albert, is next to her. In the front of the photo, is my pet (**10**) ______________ , Scout. He's my best friend.

....../**10**

Grammar

3 Completa con il verbo be. Usa la forma contratta quando possibile.

1 '__________________ your room big?' 'No. It __________________ small.'
2 '__________________ you in Mr. White's class?' 'Yes, I __________________ .'
3 '__________________ your brother 12?' 'No, he __________________ .'
4 'Where __________________ they from?' 'They __________________ from Mexico.'
5 '__________________ it your birthday today?' 'Yes, it __________________ .'

......./**10**

4 Completa le frasi con le parole date.

can ● at ● all ● can't ● hopeless

1 '__________________ you cook?' 'No, I __________________ .'
2 Mum's got a terrible voice, she can't sing at __________________ .
3 I'm great __________________ art, but I'm __________________ at playing chess.

........../**10**

Name ______________________ Class ___________

5 Scegli l'alternativa corretta.

I (**1**) **'s got** / **'ve got** two brothers. My big brother Asher is 25. He (**2**) **'s got** / **'ve got** his own house. (**3**) **The** / **(-)** Asher's house isn't very big, but he (**4**) **'s got** / **haves** a lot of pets. I haven't got (**5**) **any** / **some** pets because my dad is allergic. Asher (**6**) **'s** / **'s got** a cat, two dogs and a two hamsters. The cat (**7**) **'s** / **is** name's Luna. She (**8**) **have** / **'s** black and white she's really sweet. The (**9**) **hamsters'** / **hamster's** names are Duncan and Daisy. They aren't very friendly. (**10**) **Have you got** / **You've got** pets?

……/**10**

6 Completa le frasi con Whose…? o i pronomi possessivi corretti.

1 This is my dog and that cat is ____________________ too.

2 '____________________ is this laptop?' 'It's Ben's.'

3 Are these Harry's rollerblades? Yes, they're ____________________ .

4 Mia and Josh have got bikes like those. They're ____________________ .

5 'Are those Olivia's headphones?' 'No, ____________________ are red.'

6 This house is ____________________ (me and my family).

……/**12**

7 Scegli l'alternativa corretta. Segui le indicazioni fra parentesi. In Oscar's room…

1 **There's** / **There isn't** a bed. (✓)

2 **There's** / **There isn't** a wardrobe. (✗)

3 **There are some** / **There aren't any** cushions. (✓)

4 **There are** / **There aren't** two lamps. (✓)

5 **There are some** / **There aren't any** shelves for his books. (✗)

……/**10**

8 Scegli l'alternativa corretta A, B o C.

1 How old ___________ Nadia?

A be **B** is **C** am

2 Sam and Andy ___________ very good at dancing.

A is not **B** isn't **C** aren't

3 My parents are from ___________ UK.

A an **B** the **C** (-)

4 She ___________ message you now. She's at school.

A can **B** can't **C** cans

5 There are a lot of ___________ in the park today.

A childs **B** childrens **C** children

……/**10**

Communication

9 Abbina le frasi (1-6) alle risposte (A-F).

1 Hi, I'm Katia.	**A** London.
2 How old are you?	**B** I'm in year 10.
3 So, where are you from?	**C** Nice to meet you.
4 What year are you in?	**D** I'm 15.
5 How do you spell that?	**E** Greenfield Secondary.
6 What's your school?	**F** A-N-N-A.

……/**12**

10 Completa il dialogo con le parole o espressioni date.

chest of drawers ● for all of it ● like ● very tidy ● shelves and boxes ● have you got

A What's your room (**1**) ____________________________________ ?

B It's nice but it isn't (**2**) ____________________________________ .

A What (**3**) ____________________________________ in your room?

B A bed, a (**4**) ____________________________________ , lots of clothes …

A Have you got space (**5**) ____________________________________ ?

B Yes, I've got lots of (**6**) ____________________________________ .

……/**6**

Total ……/100

Units 1-4 **Goals A2**

CUMULATIVE TEST

Name ________________________ Class ____________

Vocabulary

1 Trova l'intruso.

1 **A** Ireland **B** Spain **C** Poland **D** the USA
2 **A** listen to music **B** read a book **C** go cycling **D** write a blog
3 **A** Chemistry **B** Biology **C** Physics **D** Music
4 **A** husband **B** wife **C** uncle **D** son

.... / **4**

2 Completa le frasi con le espressioni date.

water sports ● free time ● fitness tracker ● teammates ● scuba diving ● skateboard ● gets home ● plays the guitar ● get ready ● sports clubs

1 Marla __________________________ in a band. She's quite good!
3 My __________________________ are really cool! I enjoy spending time with them.
3 Harper's got a new _____________________ . She's taking it to the park this afternoon.
4 __________________________ ! We're leaving in five minutes!
5 I often draw in my __________________________ .
6 I love sport. I go to three different __________________________ .
7 Annie uses her _______________________ every day. She's training to run a marathon.
8 Neville sometimes goes __________________________ in the reef near his house.
9 We live near the sea. We do various different __________________________ in summer.
10 Dad never __________________________ before 7.30.

.... / **10**

Grammar

3 Completa con la forma corretta dei verbi dati.

play ● do ● be ● go

1 My dad _______________________ tennis with his friends.
2 We often _______________________ for a walk after dinner.
3 Cristina _______________________ gymnastics and martial arts.
4 Michael _______________________ interested in science and politics.

.... / **8**

4 Completa le frasi al Present simple con le parole tra parentesi.

1 We ____________________________ (**sometimes** / **go**) to the cinema on Saturdays.
2 James ____________________________ (**rarely** / **study**) for exams.
3 Helen ____________________________ (**can't come**) to your party.
4 _______________ there _______________ (**are** / **any**) British students at your school?
5 I __________________ to dance classes __________________ (**go** / **once a week**).
6 __________________ you and your friends __________________ (**when** / **hang out**)?
7 Alice ____________________________ (**not like**) rap music.
8 My sister ____________________________ (**always** / **be**) happy.

.... / **16**

5 Completa le frasi con la forma corretta dei verbi tra parentesi.

1 Celeste ____________________________ (**not mind** / **go**) for a walk with her family.
2 Ruby ______________________________ (**enjoy** / **take**) photos of beautiful cities.
3 I don't take photos, but I ______________________________ (**love** / **make**) videos.
4 Issac ______________________________ (**enjoy** / **hang out**) with his little brother.
5 Do you ______________________________ (**like** / **cook**) the dinner?
6 Max's parents ______________________________ (**hate** / **read**) news articles online.

.... / **12**

6 Completa le frasi con in, on, at, after o before.

1 Remember to brush your teeth _________________ you go to bed.
2 We celebrate Halloween _________________ the 31st of October.
3 Mr Black only gives homework _________________ the weekend.
4 Let's meet for an ice cream _________________ school.
5 Canada is very cold _________________ winter.

.... / **5**

7 Completa con il Present simple o continuous dei verbi tra parentesi.

Hi Lara! (**1**) _________ (**have**) a good holiday? I am! I (**2**) _________ (**write**) to you from my cousin's apartment in Barcelona. She (**3**) _________ (**live**) with two other girls, but they (**4**) _________ (**not be**) here this weekend. This evening we (**5**) _________ (**go**) to a Tapas party! (**6**) _________ you _________ (**like**) Tapas? I do!

.... / **12**

8 **Completa il dialogo con la forma corretta del Present simple o del Present continuous dei verbi tra parentesi e le risposte brevi.**

A Hi Ava. What (**1**) ________________ you ________________ (**do**)?

B I (**2**) ________________ (**look**) at photos on my phone.

A What (**3**) ________________ you ________________ (**usually** / **photograph**)?

B It depends. I (**4**) ________________ (**have**) a lot of photos of my friends and family. (**5**) ________________ you ________________ (**like** / **take**) photos?

A No, (**6**) ________________ . I prefer (**7**) ________________ (**make**) videos.

……./14

Communication

9 **Scegli l'alternativa corretta.**

1 'I love his music.' '**Really? I don't.** / **Neither, do I.**'

2 'I often read before bed.' '**Alright.** / **So, do I.**'

3 'What's your room like?' '**It's cosy**. / **I think so**.'

4 Nice to **see** / **meet** you, Eoin. I'm Kate.

5 'I don't mind D&T.' '**So, do I.** / **Neither, do I.**'

……. / 5

10 **Completa il dialogo con le espressioni date.**

How about ● Great, I'd love to ● So do I ● I'm not sure ●
Do you want ● I can't ● Why don't we

A I'm going to the cinema later. (**1**) ________________ to come?

B Sorry, (**2**) ________________ – I'm busy later. (**3**) ________________ meeting tomorrow?

A (**4**) ________________ . I'm studying for our Maths test tomorrow.

B Ugh. I hate Maths!

A (**5**) ________________ !

B (**6**) ________________ study together?

A (**7**) ________________ . See you tomorrow!

……./14

Total ……… / 100

Units 1-6
CUMULATIVE TEST

Name ______________________ Class ______________

Vocabulary

1 Scegli l'alternativa corretta.

1 My aunt's name is Dee. I'm her **niece** / **daughter**.

2 Sara's from Zurich. She's **Switzerland** / **Swiss**.

3 Lily's a vegetarian. She doesn't eat **beef** / **beans**.

4 Bea loves research. She wants to be a **director** / **scientist**.

5 Ben started a company. He's an **inventor** / **entrepreneur**.

……. / **5**

2 Completa con la forma corretta delle parole date.

cup ● fizzy drink ● go running ● get a job ● play basketball ●
biscuit ● Physical Education ● glass ● do sport ● graduate

I'm a (**1**) _______________ teacher. I (**2**) _______________ from university last year and was lucky to (**3**) _______________ almost immediately. I'm very athletic. I (**4**) _______________ four times a week. I (**5**) _______________ with my team and (**6**) _______________ alone. I have a very healthy diet. I don't drink any (**7**) _______________ or eat any (**8**) _______________ . I have one (**9**) _______________ of coffee a day and I drink eight (**10**) _______________ of water.

……. / **20**

Grammar

3 Scegli l'alternativa corretta.

1 My grandad **reads** / **is reading** the newspaper every morning.

2 Sofia **does** / **is doing** her homework now.

3 Chloe often **listens** / **is listening** to music while she studies.

4 Your brothers **have** / **are having** a snack, do you want one?

5 How many messages **do you send** / **are you sending** in a day?

……. / **5**

4 Rispondi con risposte brevi usando i suggerimenti.

1 'Do you enjoy walking?' 'Yes, _______ '

2 'Are they studying?' 'No, __________ '

3 'Did she eat?' 'Yes, ________________ '

4 'Did you go home?' 'No, ___________ '

5 'Are you going too?' 'No, __________ '

……. / **10**

Name _________________________ Class _____________

5 Completa con i verbi tra parentesi al Past simple.

When Mum and Dad (**1**) _________________ (**go**) away for the weekend, they (**2**) _________________ (**leave**) us at home. We (**3**) _________________ (**invite**) our friends over and we (**4**) _________________ (**order**) pizza. But, our friends (**5**) _________________ (**not behave**) very well.

They (**6**) _________________ (**break**) a chair, and (**7**) _________________ (**play**) loud music. We (**8**) _________________ (**be**) very lucky. The neighbours (**9**) _________________ (**not be**) angry. They (**10**) _________________ (**not say**) anything to our parents!

.... / **10**

6 Scegli l'alternativa corretta A, B o C.

1 Cardiff is _____________ capital of Wales.

A a **B** – **C** the

2 Paul usually has breakfast _____________ 7.15.

A on **B** at **C** to

3 Let's get an ice cream _____________ dinner.

A before **B** to **C** after

4 How _____________ money does it cost?

A many **B** much **C** any

5 What _____________ here? Why is the kitchen a mess?

A happens **B** happened **C** did happen

.... / **10**

7 Scegli l'alternativa corretta.

1 I love **doing** / **having** a bath in the evenings.
2 There's **a few** / **a little** milk in the fridge.
3 I **don't go** / **not go** to school on Saturdays.
4 Is there **any** / **some** tea?
5 My parents **meet** / **met** 20 years ago.
6 My dog is **always** / **ever** happy.

.... / **12**

8 Scegli l'alternativa corretta.

Mum	How (**1**) **many** / **much** people are coming to the party?
James	Just (**2**) **a few** / **a little** of my friends from school.
Mum	Have we got (**3**) **any** / **some** drinks?
James	There's (**4**) **many** / **some** juice, but we haven't got (**5**) **some** / **any** cola. And there isn't (**6**) **much** / **many** food.
Mum	Ok. I can get (**7**) **much** / **some** sandwiches and (**8**) **a few** / **a little** fruit. But I'm not getting (**9**) **too much** / **some** junk food!
James	Mum! It's a party! We need (**10**) **much** / **a lot of** junk food!

……. / **10**

Communication

9 Completa le frasi con le espressioni date.

where ● are you ● like watching ● how was ● are you ready ● shall we

1 I don't ________________________________ music videos.
2 ________________________________ go to the cinema?
3 ________________________________ to order?
4 ________________________________ my new neighbour?
5 ________________________________ did you go?
6 ________________________________ your Saturday?

……. / **12**

10 Scegli l'alternativa corretta.

1 'I'll have the tuna salad, please.' '**Certainly. That's £10.00.** / **Anything to drink?**'
2 'First we went to the cinema, then we had a problem.' '**Me too.** / **What happened?**'
3 'I prefer watching films.' '**Neither do I.** / **Me too.**'
4 'I'm Rachel, your new neighbour.' '**Great, I'd love to.** / **Nice to meet you, Rachel.**'
5 'How about going shopping?' '**Not bad.** / **Great, I'd love to.**'
6 'I went to the park with Amy.' '**Neither do I.** / **Did you have a good time?**'

……. / **6**

Total ……. /100

Units 1-8
CUMULATIVE TEST

Name ______________________ Class ____________

Goals A2

Vocabulary

1 Completa con una parola o un'espressione data.

coat ● foreign languages ● square ● cup ● ride a bike ●
hairdresser's ● move to ● ferry ● earrings ● sister

1 **A** Who taught you to ____________ ? **B** My dad. He loves cycling.
2 Cara loves ____________ . She wants to be an interpreter.
3 Aunt Livia is my mum's older ____________ .
4 Would you like another ____________ of coffee?
5 'You look great!' 'Thanks, I went to the ____________ yesterday!'
6 We're taking the ____________ to Sardinia. We'd like to ____________ Cagliari.
7 Don't forget your ____________ . It's freezing outside!
8 Oh no! I lost my diamond ____________ !
9 Let's meet in the town ____________ at 6.00.

.... / **10**

2 Abbina le parole (1-5) alle definizioni (A-E).

1 bottle	**A** A cotton jacket or jumper with a head cover.
2 newsagent's	**B** Put on clothes.
3 get dressed	**C** Eat a meal at midday.
4 have lunch	**D** A container for liquids.
5 hoodie	**E** A shop that sells magazines and food.

.... / **10**

Grammar

3 Completa con i verbi tra parentesi al Present simple, Past simple o Present continuous.

1 'What ___ you ___ (**do**)?' 'I ___ (**read**) a book. I ___ (**buy**) it at the new bookshop.'

2 '___ you ___ (**go**) to the party on Friday?' 'No, I cant. I ___ (**always** / **visit**) my cousins at the weekends.'

3 Jessie ___ (**do**) an Art campus this summer. She ___ (**be**) really into art. She ___ (**often** / **draw**) in the evenings.

4 'Who ___ (**go**) on the school trip yesterday?' 'I don't know. I ___ (**stay**) at home to study!'

.... / **10**

Name ______________________ Class ______________

4 Completa con le parole date.

much ● a few ● some ● many ● a lot

1 I only like __________________________ video games. A lot of them are stupid.
2 Sally's got __________________________ chocolate in her bag.
3 We didn't spend __________________________ time on this project. An hour, maybe.
4 I don't like __________________________ of salt on my food.
5 There aren't __________________________ people at this party.

……. / **10**

5 Completa con la forma corretta di **should** / **shouldn't** e i verbi tra parentesi.

1 We're going out for a pizza. You __________________________ (**come**) with us.
2 Beth's wedding is next weekend. What ______________ I ______________ (**wear**)?
3 The sun is very strong today. You __________________________ (**stay**) on the beach.
4 Mark has diabetes. He __________________________ (**eat**) too much sugar.

……. / **8**

6 Completa con **going to**, **too**, (**not**) **enough** e le parole tra parentesi.

1 They ________ (**stay in**) tonight. They are ________ (**tired**) to go out.
2 We ________ (**celebrate**) Ben's birthday at a restaurant. Our house is ______________ (**big**) to have a party.
3 When Lilly is ________ (**old**) to drive, she ________ (**buy**) a car.
4 I ________ (**train**) really hard this week. I am still ________ (**prepared**) to run the mini-marathon.
5 Freya ________ (**look**) for a new house. She live _______ (**far**) away from her office.

……. / **20**

7 Scegli l'alternativa corretta.

1 The café is **through** / **between** the post office and the supermarket.
2 We're going to be late. Get **into** / **on** the car!
3 Mark ran **past** / **over** me and didn't say hello!
4 Let's take a walk **across** / **along** the river.
5 When you get out **of** / **off** the bus, take a right.

……. / **5**

Name ______________________ Class ___________

8 Completa con il comparativo o il superlativo degli aggettivi.

1 He's one of ___________ (**talented**) writers in the world.

2 Laura is ___________ (**tall**) Jordan. Jordan is short.

3 This pizzeria has ___________ (**good**) pizza in Italy.

4 Cola costs £2.00 and water costs £2.00. Water is ___________ (**expensive**) cola!

5 Our team is ___________ (**good**) than it was last year!

6 My dog Rufus is ___________ (**happy**) dog there is!

.... / **12**

Communication

9 Scegli l'alternativa corretta.

1 'What's your room like?' '**It's untidy** / **It's quite far**.'

2 'I can't stand the smell of fish.' '**So, do I** / **Me neither**.'

3 Can you tell me the **way** / **road** to the bank?

4 'What size are you?' '**I'm just looking** / **A small**.'

5 'How was your weekend?' '**Later, I met my friends** / **Not bad**.'

.... / **5**

10 Completa il dialogo con le espressioni date.

try it on ● Can I help you ● Go straight ● we've got this ● I'm looking for ●
How do I get there ● Excuse me ● turn left ● What size are you ● How far is it

A (**1**) ______________ , I'm looking for the new clothes shop. (**2**) ______________ ?

B It's about a 5 minute walk.

A (**3**) ____ ?

B (**4**) ____________________ . Then (**5**) ____________________ at the traffic lights.

C [Later...] (**6**) ______________________________________ ?

A Yes, please. (**7**) ______________________________ a new dress.

C (**8**) ____ ?

A I'm a medium.

C OK, (**9**) ______________________________ dress in black or grey.

A Can I (**10**) ______________________________________ ?

.... / **10**

Total ..... / 100

Unit 1 Goals A2

SKILLS TEST Name ______________________ Class ______________

Reading

1 **Leggi il testo sulla famiglia di Milo. Poi indica se le frasi (1-5) sono vere (T) o false (F).**

My talented family

Hi, I'm Milo Jones. I'm 14 years old and I'm from Tenby, a town on the coast of Wales. I live with my mum and dad and my sister. My family isn't very big, but we're very competitive. It's important to us to be very good at what we do. We're interested in different stuff, and our talents are very different too.

I can do lots of things. I'm quite good at school and I can speak and write in three languages: English, Spanish and Welsh. I'm in a Chinese language class, but at the moment, I'm not very good at it. Chinese is very difficult! I'm interested in sports. I can play football, do judo, ride a bike for 10 kilometres and swim really well. I'm on the school swimming team: we're number 1 in our town.

I'm not very artistic and I'm hopeless at drawing, but my mum is a professional artist. She can draw everything. She is famous in my town for her beautiful **murals** (murales). She paints them on the walls of old **buildings** (edifici). Right now she's in London at an art festival with some of her friends. One of her murals is in the festival.

My dad is a mechanic. He is really good with cars and motorbikes. His **garage** (officina) is always very busy. He can do a lot of things – well, he can't cook, at all! – but his special talent is: he's good at listening and giving **advice** (dare consigli). He's always there for me and he's great at telling funny stories and making me happy.

My sister Harlow is 18 years old. She's a born musician. She can play the guitar and the piano. She can also sing very well! Harlow and her friends from school are in a band called 'Blue Electric'. It's a rock band, and their music is really cool. They are quite popular, especially with teens. Their number one song, 'Sunshine', is even in an **advertisement** (spot pubblicitario) on local TV! What can your family do?

1 The Jones family is interested in the same things. **T F**
2 Milo can't speak Chinese very well. **T F**
3 He's good at art. **T F**
4 His swimming team isn't very good. **T F**
5 His sister can sing and play instruments. **T F**

.... / **10**

Listening

2 02 **Ascolta l'intervista a Shyla, la vincitrice di 'Talented Teen'. Poi scegli l'alternativa corretta.**

1 Shyla's from **the UK** / **India**.
2 Right now she's in **Los Angeles** / **Mumbai**.
3 In India, Shyla's in a **film** / **TV series**.
4 Shyla's her **real** / **professional** name.
5 She can speak **5** / **9** languages.
6 She's a fan of **South Korean** / **British** music.
7 She's at **an online** / **a language** school.
8 She's pretty **good** / **bad** at cooking.
9 She **can** / **can't** play chess very well.
10 Chess is **boring** / **fun** in Shyla's opinion.

.... / **10**

Speaking

3 **Parla con il tuo compagno o insegnante di te stesso. Parla di:**

- where you are from
- what you're a fan of
- what you're good at
- what you can or can't do very well
- introduce your friend/teacher to another person.

Example: **I'm from** Rome…

.... / **10**

Total .... / 30

Name ______________________ Class ______________

Reading

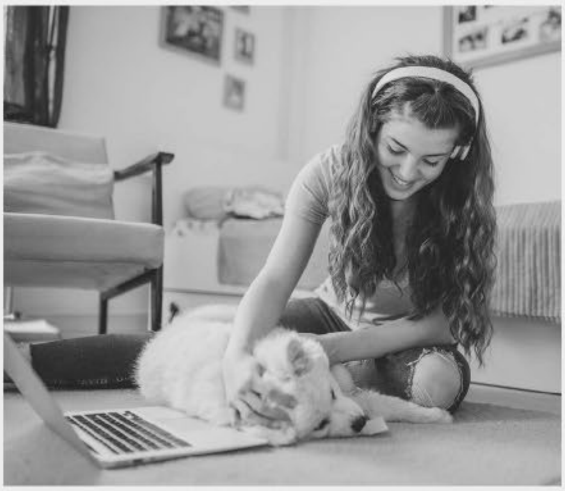
1 Leggi il testo sulle camere di Emily e Rachel. Scegli l'alternativa corretta.

Different lifestyles

Hi I'm Emily. My favourite cousin is Rachel. We're the same age, but we've got very different lifestyles. I'm from Canada's capital city, Ottawa. It's a big, modern city with lots of things to do.
Our family's quite big, there's my mum, dad, brother and sister. I'm 14. My brother James is 10, and my sister Piper is 5. We've also got two cats, and a guinea pig called George. James and Piper are in the same bedroom. I'm lucky because I've got my own room. It isn't very big, but it's beautiful. The walls are light green and my bed is white. The shelves, desk and chest of drawers are all purple. There's a TV above my desk and some posters on the walls. My room is tidy, but my desk is a disaster. There are books and things all over it. There isn't space for me to do my homework! Fortunately, it's summer, and I haven't got school until September!

Rachel's from a small town near Ottawa. Rachel's family is small, she hasn't got any brothers or sisters. Their lifestyle is a bit alternative, it's 'off-grid'. That means it's far from modern technology. They've got solar panels for electricity and they produce their own food. Their house isn't very big, but they've got a big garden and lots of animals. Rachel's room is small, white and simple: it's also super tidy! There's a bed, a desk and a chair. She's hasn't got any shelves, but she's got some boxes under her bed for her books, clothes and other personal stuff. She hasn't got Internet, but she can watch DVD's and listen to music on her laptop.

Rachel isn't at a school. Her school is at home and her mum and dad are her teachers! She's quite good at school and she can speak three different languages. She's hopeless at Maths (like me), but she's a very talented artist! She paints nature and animals. She's got three dogs, two cats, four rabbits and six chickens, so she's got lots of inspiration. Whose is the cool house? Mine of course! Rachel's house is lovely, but who can live without Wi-Fi?!



1 Emily's brother and sister have got **one room** / **separate rooms**.

2 **Emily** / **Rachel** 's room is different colours.

3 George is Emily's **brother** / **pet**.

4 Rachel's lifestyle is **full of technology** / **not traditional**.

5 Rachel's personal things are on **shelves** / **in boxes** in her room.

6 Emily and Rachel **aren't very good at Maths** / **are interseted in technology**.

……./**12**

Listening

2 03 **Ascolta quattro ragazzi che parlano delle loro camere. Poi completa le frasi (1-8) con Tom, Mia, Elliot o Iris.**

1 _____________ is in a room with another person.

2 _____________ 's cousin's name is Ezra.

3 _____________ loves video games.

4 _____________ 's favourite possession is a laptop.

5 _____________ 's got yellow furniture.

6 _____________ is very tidy.

7 _____________ 's got a poster above the bed.

8 _____________ 's cousin's got a YouTube channel.

……./**8**

Speaking

3 **Parla con il tuo compagno o insegnante di queste cose:**

- your family and pets
- your friends
- your possessions
- some good places in your area (e.g. the park or a cinema)
- your bedroom

Example: I**'ve got** quite a big family. There are…

……./**10**

Total …../30

Reading

1 **I** **Leggi come Daniel trascorre il suo tempo libero. Alcune frasi sono state rimosse dal testo. Scegli tra le opzioni (A-F) per completarlo correttamente.**

I love sport!

Hey there! I'm Daniel Johnson. I'm 15 years old and I'm from York, in England. I'm a typical teenager (or I think I am!). My weekdays are really busy so I (**1**) ______ . I'm really into sports and I basically do a sport every day. I play rugby for my school team. We train three times a week from 4.30 to 6.30.

Every Saturday morning we (**2**) ______ . Our team is really good this year, and our coach wants us **to get to the** (farci arrivare alle) finals, so he makes us train really hard! It's exhausting, but I really enjoy playing. My teammates are my best friends! On Tuesdays and Thursdays, I (**3**) ______ . We're not on a team, we just love the water. We often compete to see who can stay under the water for more. I usually win! I'm always (**4**) ______ .

I have dinner with my family, then I watch TV and message my friends until midnight. My parents get angry with me because I (**5**) ______ , but I love messaging my friends. It helps me relax. At the weekends, we hang out. I love going to the cinema, and listening to music too.

I play the guitar and I'm in a band with some of my classmates. It's not serious, but it's fun! We meet on Fridays and practise some of our favourite songs. We don't play concerts yet, but maybe soon! I also (**6**) ______ . Every Sunday, I go for a long walk with my sister Kate. She's a professional photographer and she helps me take some great photos! Someday, I want to travel the world with my camera.

A tired in the evenings
B go swimming with my friend Ben
C haven’t got a lot of free time
D love taking photos of nature
E have matches
F go to sleep really late

.... / **6**

Listening

2 04 **Ascolta Alice e Dylan che parlano dei loro weekend. Durante l’ascolto, completa le frasi (1-7) utilizzando al massimo 4 parole.**

1 Alice and Dylan are happy because ____ .
2 Alice has ____ on Saturday mornings.
3 Alice ____ the afternoon.
4 On Saturday afternoons, Dylan spends ____________________________________ .
5 Dylan hasn’t got time to ____ .
6 Alice plays tennis ____ a week.
7 Alice and Dylan are meeting on ____ .

.... / **14**

Speaking

3 **Parla con il tuo compagno o insegnante di cosa fai di solito nel fine settimana. Parla di queste cose:**

- your weekend routine
- the sports or other activities you do
- the things you like and dislike doing
- agree and disagree with your partner or teacher’s comments where possible.

Example: I **usually** get up at eight o’ clock…

.... / **10**

Total .... / 30

Name ______________________ Class ______________

Reading

1 Leggi la routine quotidiana di quattro diversi studenti. Poi, completa le frasi (1-5) con A, B, C o D.

All in a day

A

Hi, I'm Melanie. My alarm wakes me up at 7.00 every day. I have a shower, get dressed and then have breakfast, my favourite meal of the day! Lessons start at 8.30 and finish at 3.30. I go to dance classes three times a week. When I get home, I do my homework and relax. After dinner I watch TV or read a book. I usually go to bed at about 9.00.

B

Hi, I'm Josh. I get up at 9.00 or 9.30, and have breakfast with my brother and mum. Lessons start at 10.00. I often do lessons in my pyjamas! I'm a homeschooler! My mum teaches my brother and I Maths, Science and Geography. We study the other subjects online. Our lessons finish at 1.00. We have lunch and then I have football practice. I love playing football! In the evenings, I help my parents prepare dinner, then I play video games with my friends.

C

Hi, I'm Ruby. I get up at 6.30 every morning, have a quick breakfast and run to the bus stop. I get two buses to school, so I can't be late. The first bus goes at 7.15. Lessons start at 8.30 and finish at 4.00. On Tuesdays and Wednesdays I stay at school for Art club. I get home at 6.00, have dinner and then draw until midnight.

D

Hello, I'm Thomas. I get up at 7.45 every morning and have breakfast. I live near my school so I usually walk. Lessons start at 8.30 and finish at 1.30. We haven't got a canteen at school so I always have lunch at home. After lunch I play video games and then do my homework. In the afternoon, I hang out with my friends. We often go to the park or ride our bikes around town. I don't do sports. I'm in a band with some friends from school. We practise every Friday.

1 ________________________ does sport every day.
2 ________________________ loves breakfast.
3 ________________________ is into music.
4 ________________________ has a stressful morning routine.
5 ________________________ isn’t into sport.

.... / **10**

Listening

2 **Ascolta Emily, una studentessa australiana che parla della scuola online. Mentre ascolti, abbina gli inizi delle frasi (1-5) ai finali delle frasi (A-G). Attenzione, ci sono due finali che non servono.**

1 Emily’s classes
2 Emily has
3 Some people think online classes
4 In the evenings, Emily
5 Once a month, Emily

A meets her online classmates.
B plays video games.
C are on the computer.
D is too busy.
E a typical schedule.
F are easier.
G travels a lot.

.... / **10**

Speaking

3 **Parla con il tuo compagno o insegnante di come sono le tue giornate. Parla di queste cose:**

- your routine during the week
- what subjects, sports or activities you are doing this year
- your plans for the weekend
- make an arrangement to do something together.

Example: **On Mondays**, I have tennis classes…

...... / **10**

Total .... / 30

Name ______________________ Class ______________

Reading

1 Leggi il brano e abbina i piatti (1-5) alle descrizioni (A-E).

Great breakfasts

Breakfast is the first and most important meal of the day. Different cultures develop different breakfasts with different breakfast specialities. Here are just a few from around the world.

In the UK, people love having a traditional British breakfast – fried bacon, eggs, sausages, tomatoes and toast – at weekends or when they eat breakfast out.

A common breakfast in Japan includes fermented soy beans called 'natto'. Their strong **taste and smell** (gusto e odore) isn't for everyone, but they are very nutritious.

Many Dutch people wake up to a sweet breakfast: a slice of bread topped with some butter and chocolate sprinkles, or 'hagelslag'. Yum!

Brunch is an American institution, though today people enjoy it everywhere. Brunch is a combination of two meals, breakfast and lunch.

A classic brunch includes eggs, bacon, sausages, fried potatoes and pancakes!

Street food in Trinidad and Tobago is legendary and a very popular option is doubles. You traditionally eat this amazing sandwich for breakfast, though vendors sell them all day. A doubles consists of two pieces of fried bread, **chickpeas** (ceci), mango, cucumber and hot pepper sauce.

In Venezuela, people often eat 'arepas', or toasted corn flour flatbread for breakfast. They can be healthy or unhealthy depending on what you eat them with. Popular **fillings** (ripieni) include cheese, sausage or egg. Finally, the Spanish 'churros' are similar to a long doughnut. You fry the **dough** (impasto) in oil and cover it with lots of sugar and cinnamon. Some people **dip them** (li immergono) in chocolate!

1 natto
2 hagelslag
3 doubles
4 arepas
5 churros

A Fatty and sweet.
B Spicy and nutritious.
C Healthy with an unusual taste.
D Buttered bread with a chocolate topping.
E Bread with different fillings.

……. / **10**

SKILLS TEST

Name ______________________ Class ____________

Listening

2 **I** 06 **Ascolta due volte l'intervista a una chef che parla del suo lavoro. Poi scegli l'alternativa corretta A, B, C o D.**

1 What is special about The Fair Tree Hotel?

A The rooms.
B The breakfast.
C The location.
D The guests.

2 The Fair Tree customers…

A are all local.
B are happy.
C are international.
D all love breakfast.

3 Ivy … to work.

A gets the train
B walks
C gets two buses
D cycles

4 When Ivy arrives at work she…

A has breakfast.
B makes smoothies.
C gets things ready.
D makes pancakes.

5 How many stations are there?

A 2.
B 3.
C 4.
D 5.

……. / **10**

Speaking

3 **Parla con il tuo compagno o insegnante del tuo cibo preferito. Parla di queste cose:**

- what it is
- what ingredients you need
- how you make it
- where you eat it
- who you eat it with
- why it's your favourite meal.

Example: **My favourite meal** is...

……. / **10**

Total ……. / 30

Name ______________________ Class ______________

Reading

1 **Leggi il testo e completa le frasi (1-5) utilizzando al massimo 4 parole.**

Before they were famous

Celebrities are people just like us. They go to the supermarket, take their kids to school and cook their own meals. They weren't always famous chefs, actors or musicians. Their road to success wasn't always easy and they often started their careers with very different jobs.

Gordon Ramsay is a successful celebrity chef but he didn't always want to be a chef. Ramsay was born in Scotland in 1966 and moved to England when he was five years old. He loved playing football and was **on the path to becoming** (sulla strada per diventare) a professional footballer. In 1985 he injured his leg, and said goodbye to his football career. He found a new passion in cooking and got a degree in Hotel Management. He worked with many famous chefs from around the world. He opened his first restaurant in London in 1998 and now he has restaurants all around the world and continues to appear in a variety of TV shows.

Gal Gadot is an Israeli actress. She appeared in many of the 'Fast & Furious' films, but she became famous for her role as Wonder Woman. Gadot was born in Israel in 1985. Her father was an engineer and her mother was a teacher. She worked as a model for a few years and then served her two obligatory years in the Israel Defense forces. After her experience in the army, she went to law school. While at law school, she discovered her interest in acting and auditioned for many films and TV shows. Her first role was for an Israeli TV series, 'Bubot'. The rest is history.

Lady Gaga is a singer, songwriter, actress and producer. She was born in New York in 1986 named Stefani Joanne Angelina Germanotta. The idea for her stage name 'Lady Gaga' came from the song 'Radio Ga-Ga', by Queen. She always had a passion for music and learned to play the piano when she was four years old. She attended a prestigious school in New York where she studied music and wrote songs. She left school to look for creative inspiration, and worked as a waitress in a Greek restaurant. In 2005, Lady Gaga **was signed by** (firmato un contratto con) a record company and she began her career as a pop star.

1 Gordon Ramsay wanted to be ____ .

2 Gal Gadot's mum was ____ .

3 Before serving in the military, Gal Gadot ____________________________________ .

4 Lady Gaga was born ____ in 1986.

5 When she was a small child, Lady Gaga learned ______________________________ .

.... / **10**

Listening

2 07 **Ascolta tre persone che parlano di 'important events' nelle loro vite. Poi indica se le frasi (1-10) sono vere (T) o false (F).**

1 Jacob got his first job when he was 16. **T F**

2 Jacob's first job was cleaning houses. **T F**

3 Jacob learned a lot of important lessons from his first job. **T F**

4 Lauren's university is near her family's home. **T F**

5 Lauren was happy to leave her family and friends. **T F**

6 Lauren's parents showed her around campus. **T F**

7 Lauren likes coffee. **T F**

8 Steven is from a small family. **T F**

9 Steven enjoys living in his new flat. **T F**

10 Steven lives with someone now. **T F**

.... / **10**

Speaking

3 **Parla con il tuo compagno o insegnante di alcuni momenti passati. Parla di:**

- what you did last night
- what you did at the weekend
- what your partner or teacher did at the weekend
- an event in the past
- a past holiday.

Example: **Last night I went** to…

.... / **10**

Total .... / 30

Name ______________________ Class ______________

Reading

1 Leggi l'esperienza di Oliver a Sydney. Poi, scegli l'alternativa corretta A, B o C.

Oliver's Super Sydney

Hi! I'm Oliver. I live in Leeds. My uncle Hugo moved to Australia 5 years ago. He works and lives in Sydney, and Mum's always telling me that I should go and visit him. Last Christmas, I finally did! It was summer there, of course. Summer is my favourite season, and it was great to escape cold, rainy England. I spent Christmas day at the beach!

I travelled all around the country with my uncle, but my favourite place was Sydney. It's a young, modern city. A lot of cultural attractions are free in Sydney, so you don't spend much money on them. One example is the Art Gallery of New South Wales in the city centre. It's an important public Art gallery in Sydney and in all of Australia. There are exhibits from all over the world, but I really enjoyed the Aboriginal art. It's full of symbols that tell stories about the native Australian people and their culture.

To spend some time outdoors and get some peace and quiet, you should visit Royal National Park. There are plenty of green spaces in Sydney, but Royal National Park is my favourite. It's great for barbecues and fishing, and seeing native Australian wildlife. It's also popular for bird watching – there are over 300 different species of birds!

Sydney's got incredible beaches! We often went to Bondi beach because it's only a 15 minute drive from my uncle's flat in the city centre. You need to be careful, though! You should never swim beyond the flags. Lifeguards put them in the water so swimmers know where it's safe to swim. The ocean waters can be very dangerous, even for experienced swimmers. And you should always wear **sunscreen** (crema protettiva). The sun in Australia is very strong and it's very easy to **get sunburnt** (prendersi una scottatura)!

Lastly, Sydney has a great public transport system. Trams and buses take you all over the city easily and efficiently. There's also an underground and lots of trains. I loved the on-demand services. They're really easy to use. You download the app on your phone, then book vehicles to take you wherever you want, even to the beach! I used them all the time!

Name ______________________ Class ___________

1 Oliver went to Sydney...

A last Christmas. **B** with his mum. **C** to work.

2 You don't spend a lot on culture in Sydney because...

A it's a cheap city. **B** many attractions are free. **C** everything's outside.

3 At Royal National Park you can...

A visit the zoo. **B** experience Australian wildlife. **C** see the Royal family.

4 Oliver often went to Bondi beach because...

A there are lifeguards. **B** it's a famous beach. **C** it's near his uncle's house.

5 Sydney's transportation system is...

A varied. **B** limited. **C** expensive.

.... / **10**

Listening

2 08 **Ascolta il podcast su 'Sustainable Sydney 2030'. Poi, completa le frasi (1-5) utilizzando al massimo 4 parole.**

1 This city is planting trees to reduce ______________________________ environment.

2 Some buildings are growing plants and flowers from their _____________________ .

3 There are going to be new routes for ____________________________________ .

4 Local government is encouraging people to _____________ cars with other people.

5 61,000 people are going to ____________________________________ Green Square.

.... / **10**

Speaking

3 **Un gruppo di turisti chiede consigli sulla tua città. Di' loro:**

- what they should do
- what they shouldn't do
- about upcoming events in the city
- about a good place to visit and how to get there.

Example: You **should** visit the museum...

.... / **10**

Total ..... / 30

Unit 8
SKILLS TEST

Goals A2

Name ______________________ Class ______________

STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS

Reading

1 Leggi il testo e completa le frasi (1-5) utilizzando al massimo 4 parole.

Some young British designers

Young people are more interested in fashion and design than ever. The popularity of TV programs like 'Project Runway' and 'Next In Fashion' reflects this. There are also tons of websites where you can browse new trends. One of these is the online store YBD (Young British Designers). Created in 2010, the site focuses specifically on young British talent. It gives young designers a virtual place to showcase and sell their work. The site features clothing, shoe and jewellery designers, all with their own unique style and message. Here are three of them.

Lynn Roberts is from London. She graduated from fashion school in 2013 and launched her brand in February 2015. Lynn describes her style as 'eveningwear meets sportswear'. She knows tracksuits and joggers are the most comfortable items of clothing, but she wants to make them more fashionable. She gets a lot of inspiration from local street markets and second-hand clothing stores. Older, more experienced designers appreciate that Lynn's designs combine classic couture with casual comfort.

Carly Green is from North East England and moved to London in 2008 to attend fashion school. She's an artist and a designer, and uses both her talents to create clothing. She's into vintage fashion and she thinks current trends are much less interesting. She has a rebellious style and doesn't like being motivated by consumerism. In her teens, she wore shocking outfits and loads of accessories. Her youth centre voted her 'Best Dressed' a couple of times. Today, she's most famous for her hand painted leather jackets and drawings on trousers and blouses.

James Smith is a London based shoe designer. He studied at ModaPelle Academy in Milan with some of the best shoe designers in the world. 10 years ago he moved back to London to start his own brand. He also designs handbags and accessories such as belts and scarves. In fact, he prefers designing accessories because it's more creative. His most popular item is his signature brown leather boot. The design is modern and traditional at the same time. The boots are very popular with young urban professional women.

SKILLS TEST

Name ______________________ Class ____________

1 You can browse or buy British design on the YBD ______________________ .

2 Lynn Roberts wants to make sportswear more ______________________ .

3 Carly is more interested in ______________________ trends.

4 Carly's style is ______________________ .

5 James' brown leather boots are his ______________________ .

.... / **10**

Listening

2 **P** 09 **Ascolta cinque persone che parlano di vestiti. Poi, scegli l'alternativa corretta A, B o C.**

1 Listen to a boy talk about his favourite clothes. What does he always wear?

A Hoodies. **B** Trainers. **C** Baggy shorts.

2 Listen to a man talk about his clothes. What does he wear to work?

A Comfortable clothes. **B** Casual clothes. **C** Smart clothes.

3 Listen to a woman talk about her clothes. What does she wear once a week?

A Nice clothes. **B** Tracksuits. **C** A uniform.

4 Listen to a young man talk about a Christmas tradition. What does the family do?

A Meet in different cities. **B** Play the same music. **C** Prepare something special.

5 Listen to a woman talk about accessories. What does she think about them?

A They can change an outfit. **B** Summer accessories are better. **C** She needs more of them.

.... / **10**

Speaking

3 **Parla con il tuo compagno o insegnante del tuo guardaroba. Parla di:**

- the clothes you have too many or not enough of
- your favourite or least favourite item of clothing
- what you like wearing most
- what you wear a the weekend or on a special occasion.

Example: The clothes **I like most** are...

.... / **10**

Total ..... / 30

SKILLS TEST

Name ______________________ Class ______________

1 You can browse or buy British design on the YBD ______________________________ .

2 Lynn Roberts wants to make sportswear more ________________________________ .

3 Carly is more interested in ____ trends.

4 Carly's style is ____ .

5 James' brown leather boots are his ______________________________________ .

.... / **10**

Listening

2 P 09 **Ascolta cinque persone che parlano di vestiti. Poi, scegli l'alternativa corretta A, B o C.**

1 Listen to a boy talk about his favourite clothes. What does he always wear?

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A Meet in different cities. **B** Play the same music. **C** Prepare something special.

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Speaking

3 **Parla con il tuo compagno o insegnante del tuo guardaroba. Parla di:**

- the clothes you have too many or not enough of
- your favourite or least favourite item of clothing
- what you like wearing most
- what you wear a the weekend or on a special occasion.

Example: The clothes **I like most** are...

.... / **10**

Total ..... / 30

LISTENING TEST

Name ______________________ Class ______________

STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS

1 10 **Ascolta quattro ragazzi che parlano delle loro città. Poi completa le frasi (1-9) con Ivy, Thomas, Freya o Lincoln.**

1 ____________ is from a small city.
2 ____________ is American.
3 ____________ is a fan of Italian food.
4 ____________ can write music.
5 ____________ can act and sing.
6 ____________ is interested in sports.
7 ____________ is from a city with two languages.
8 ____________ is from an historic city.
9 ____________ is from a fun city.

.... / **9**

2 10 **Ascolta di nuovo. Poi indica se le frasi (1-8) sono vere (T) o false (F).**

1 Ivy is 16 years old. **T F**
2 The Raiders are a basketball team. **T F**
3 Thomas isn’t interested in music. **T F**
4 Thomas can’t speak Polish very well. **T F**
5 Freya is from a capital city. **T F**
6 Her mum is good at making pizza. **T F**
7 Quebec is famous for food and culture. **T F**
8 Lincoln’s lessons aren’t in English. **T F**

.... / **16**

Total .... / 25

Unit 2
LISTENING TEST

Name ______________________ Class ___________

1 12 **Ascolta Harry che parla delle camere da letto dei suoi amici e familiari. Completa le frasi (1-9) utilizzando al massimo 4 parole.**

1 Harry's parent's have got ________________________ under their TV.

2 Harry's parents have only got one ________________________ .

3 The walls in Ethan's room are ________________________ .

4 He's got a desk ________________________ of his room.

5 Harry's best friend Ethan's got a games console on his ________________________ .

6 Harry's happy that his big sister is ________________________ .

7 The wall behind his sister's bed is full of ________________________ of her and her friends.

8 Harry's grandparents' bed is between ________________________ .

9 They haven't got a ________________________ or a laptop in their room.

……. / **18**

2 12 **Ascolta di nuovo e scegli l'alternativa corretta A, B, o C.**

1 There isn't __________ on Harry's mum's table.

A a phone **B** a fitness tracker **C** an e-reader

2 Harry's mum and dad haven't got a __________ in their room.

A bed **B** desk **C** wardrobe

3 Ethan's got sports stuff __________ .

A in a wardrobe **B** on shelves **C** under his bed

4 Ethan's bed is __________ .

A near a window **B** blue and white **C** big

5 Harry's sister, Lucy is __________ .

A quite tidy **B** well-organised **C** not organised

6 Lucy can't use her desk because it's __________ .

A small **B** messy **C** behind her bed

7 Harry's grandparents have got __________ on their shelves.

A a mirror **B** photos **C** clothes

……. / **7**

Total ……. / 25

LISTENING TEST

Name ______________________ Class ______________

STARTER TESTS
UNIT TESTS
CUMULATIVE TESTS
SKILLS TESTS
LISTENING TESTS

1 14 **Ascolta due volte l'intervista con un 'professional travelling cyclist'. Poi indica se le frasi (1-8) sono vere (T) o false (F).**

1 Marc cycles 300 km a year. **T F**

2 Marc enjoys his job. **T F**

3 Marc rarely cycles in Arizona. **T F**

4 Marc enjoys sleeping outside. **T F**

5 Marc doesn't ride in his free time. **T F**

6 Marc loves the sounds of nature. **T F**

7 Marc does long rides three times a week. **T F**

8 Marc never chats with other riders. **T F**

.... / **16**

2 14 **Ascolta di nuovo e scegli l'alternativa corretta.**

1 Marc's tour company only organises tours in __________ .

A Europe **B** the United Kingdom **C** the United States **D** Arizona

2 Marc feels __________ while riding.

A stressed **B** free **C** careful **D** inspired

3 Marc thinks the Arizona desert is __________ .

A boring **B** hot **C** beautiful **D** far

4 On long rides, Marc usually sleeps __________ .

A in a tent **B** in a hotel **C** in a hostel **D** at home

5 Marc __________ sleeping in tents.

A hates **B** enjoys **C** doesn't mind **D** doesn't like

6 Sometimes a ride is cancelled if there is _________ .

A a puncture **B** somenone ill **C** bad weather **D** a delay

7 Marc usually does _________ in his free time.

A short rides **B** long rides **C** yoga **D** martial arts

8 Marc rides __________ three times a week.

A – **B** with friends **C** alone **D** long rides

9 Marc __________ listens to music while riding.

A always **B** often **C** never **D** rarely

.... / **9**

Total .... / 25

Unit 4

Goals A2

LISTENING TEST

Name ______________________ Class ____________

1 I 16 **Ascolta Lucy parlare del suo 'Manic Monday' e completa le frasi (1-9) utilizzando al massimo 4 parole.**

1 Lucy is writing on ______________________ .

2 Right now Lucy is ______________________ .

3 Lucy and her brother are ______________________ .

4 Lucy hates ______________________ .

5 She takes a ______________________ to get to school.

6 Lucy has lessons from ______________________ every day.

7 She has lunch ______________________ .

8 Lucy's mum ______________________ after Drama.

9 Lucy watches TV ______________________ .

.... / **18**

2 P 16 **Ascolta di nuovo e scegli l'alternativa corretta A, B o C.**

1 What do Lucy and her brother love?

A TV. **B** Pizza. **C** Sports.

2 What time does Lucy get up on Mondays?

A 6.30. **B** 7.00. **C** 7.15.

3 What subject does Mr Brown teach?

A Maths. **B** Latin. **C** History.

4 What activity does Lucy not do on Mondays?

A Basketball. **B** Art club. **C** Drama club.

5 How does Lucy get to basketball practice?

A Train. **B** Bus. **C** Mum's car.

6 What does Lucy like having for dinner on Mondays?

A Steak. **B** Pasta. **C** Chinese food.

7 What does Lucy do after dinner? She...

A messages friends. **B** studies. **C** watches TV.

.... / **7**

Total .... / 25

Unit 5

LISTENING TEST

Name ______________________ Class ______________

Goals A2

1 ▮ 🔊 18 **Ascolta due volte quattro persone che parlano del loro 'comfort food' preferito. Poi completa le frasi (1-9) con Linda, Max, Will o Ivy.**

1 ______________________ often eats it at a restaurant near home.

2 ______________________ eats it after a bad day.

3 ______________________ makes it from a special recipe.

4 ______________________ eats it when he/she feels sad.

5 ______________________ keeps it in the freezer.

6 ______________________ eats it with chips.

7 ______________________ shares it with friends.

8 ______________________ likes a particular version of it.

9 ______________________ likes it with ice cream.

.... / **9**

2 ▮ 🔊 18 **Ascolta di nuovo. Poi completa le frasi (1-8) utilizzando al massimo 4 parole.**

1 Typically, people feel like comfort food ______________________ .

2 Comfort food makes you ______________________ .

3 Your comfort food is sometimes a dish you remember ______________________ .

4 The interviewer is interviewing people at a ______________________ .

5 Linda's family often eats her grandma's lasagna ______________________ .

6 Max's family like the fried chicken at the restaurant because it is ______________ .

7 Will's mum uses three different types of ______________________ in her pies.

8 Ivy likes eating chili when ______________________ is bad.

.... / **16**

Total .... / 25

Unit 6

LISTENING TEST

Goals A2

Name ______________________ Class ____________

1 20 **Ascolta Josh che parla di un viaggio incredibile. Poi scegli l'alternativa corretta.**

1 Travellers on the Camino are called **walkers** / **pilgrims**.

2 To do the Camino, you **can** / **can't** take different routes to Santiago.

3 Josh and Mike trained **once** / **a few times** a week for the Camino.

4 Their family thought they were **determined** / **crazy**.

5 They walked over **200** / **100** kilometres from Sarria to Santiago.

6 **Restaurants** / **Other travellers** stamped their passports.

7 They **didn't share** / **shared** accomodation with other travellers.

8 They completed their journey in **Finisterre** / **Santiago**.

9 One day, Josh wants to do the Camino from **France** / **the Atlantic**.

.... / **9**

2 20 **Ascolta di nuovo. Poi abbina gli inizi delle frasi (1-8) con la fine delle frasi (A-H).**

1 Mike wanted to go	**A** from different countries.
2 People start the Camino	**B** on an adventure.
3 They spent their evenings	**C** eating typical Spanish food.
4 Josh and Mike trained	**D** for a complete passport.
5 Josh really enjoyed	**E** at the end of the holiday.
6 Pilgrims get a special certificate	**F** for six months.
7 They started their journey	**G** with other travellers.
8 Josh was tired, but happy	**H** in June.

.... / **16**

Total .... / 25

LISTENING TEST

Name ______________________ Class ______________

1 22 **Ascolta sei persone che parlano della loro città. Poi, indica quali tra le dichiarazioni (1-9) vengono espresse (Y) e quali no (N).**

1 More people should drive alone. **Y N**

2 Student accomodation is very expensive. **Y N**

3 Buses and trains run frequently. **Y N**

4 The City should organise cleaning projects. **Y N**

5 People don't use public transport enough. **Y N**

6 It's not a safe city to cycle in. **Y N**

7 Community service is popular with young people. **Y N**

8 There's a lot for young people to do. **Y N**

9 There aren't many playgrounds for kids. **Y N**

.... / **18**

2 22 **Ascolta di nuovo. Poi abbina le dichiarazioni (1-7) ai relatori (A-F).**

1 Too many people drive when they should walk.
2 It costs too much to rent a flat.
3 Public transport needs improvement.
4 There should be more green spaces.
5 The city needs more entertainment for young people.
6 Young people should help more.
7 The city should do something about the number of cars.

A Justin
B Rebecca
C Laura
D Robert
E Greg
F Jon

.... / **7**

Total ..... / 25

LISTENING TEST

Name ________________________ Class ____________

1 24 **Ascolta l'intervista sui brand. Scegli (K) se la dichiarazione descrive Kim o (H) se la dichiarazione descrive Harry.**

Who…

1 is really into fashion? **K** **H**
2 thinks that wearing brands can make you more popular? **K** **H**
3 is into specific brands? **K** **H**
4 is saving for a new item? **K** **H**
5 gets money every week? **K** **H**
6 has a summer job? **K** **H**
7 buys used items? **K** **H**

……. / **7**

2 I 24 **Ascolta di nuovo e completa le frasi (1-9) utilizzando al massimo 4 parole.**

1 Being fashionable today means having ______________________________ ______________________________ in your wardrobe.
2 Big fashion brand clothing is usually ______________________________ ______________________________ .
3 Kim's new jumper isn't ______________________________ ______________________________ .
4 Harry's going to buy new trainers at ______________________________ ______________________________ .
5 Kim babysits at ______________________________ ______________________________ .
6 Kim sometimes helps her mum to ______________________________ ______________________________ .
7 Harry doesn't work during the school year because ______________________________ ______________________________ .
8 Kim doesn't think it's brands that ______________________________ ______________________________ .
9 Harry says you should buy things ______________________________ ______________________________ .

……. / **18**

Total ….. / 25

Answer Keys

STARTER TESTS

UNIT A

1 **1** is **2** isn’t **3** are **4** aren’t **5** ’m not

2 **1** ’re **2** isn’t **3** ’m **4** ’s **5** aren’t **6** ’m not

3 **1** her **2** They **3** He **4** our **5** their

4 **1** my **2** ’m **3** ’m **4** are **5** they **6** are **7** our **8** isn’t **9** ’s **10** she

5 **1** B **2** C **3** A **4** D **5** E

6 **1** B **2** A **3** D **4** C **5** E

7 **1** that **2** these **3** This **4** those **5** These **6** That

8 **1** Hurry up! **2** Don’t freak out **3** right **4** Very funny!

UNIT B

1 **1** Are, ’m not **2** Is, is **3** Are, aren’t **4** Are, are **5** Is, isn’t **6** Is, is **7** Is, isn’t **8** Are, are

2 **1** Wednesdays **2** winter **3** March **4** Saturday **5** December **6** autumn

3 **1** C **2** E **3** D **4** A **5** B

4 D, H, O, U, Y

5 **1** Who **2** Which **3** Where **4** What **5** When **6** How **7** Where **8** What **9** When **10** How old

6 **1** I’m interested in **2** I’ll check **3** What’s your name? **4** See you

UNIT C

1 **1** B **2** F **3** D **4** C **5** E **6** A

2 **1** board **2** clock **3** bin **4** ruler

3 **1** us **2** them **3** you **4** it **5** him **6** it

4 **1** Don’t eat **2** Open **3** Don’t be **4** Don’t make

5 **1** B **2** D **3** E **4** C **5** A

6 **1** under **2** on **3** between **4** next to **5** in front of **6** behind

7 **1** any questions? **2** Is it **3** Is that clear? **4** Pay attention. **5** Leave it.

UNIT TESTS

Unit test 1

1 **1** South Korean **2** Scotland **3** Brazilian **4** Ireland **5** British

2 **1** speak another language **2** sing **3** draw **4** play chess **5** swim

3 **1** ’re **2** am **3** are **4** Are **5** aren’t **6** ’s **7** Is **8** isn’t **9** ’m **10** ’re

4 **1** an **2** (-) **3** the **4** a **5** the

5 **1** can **2** can’t **3** can’t **4** can **5** Can

6 **1** Hazel isn’t very good at acting. **2** Gabe and I are great at chess. **3** Mum and dad are pretty bad at dancing. **4** Mia is very good at speaking English. **5** Harry is hopeless at riding a scooter.

7 **1** new school **2** new friends **3** give you my number **4** are you from **5** big city

Unit test 2

1 **1** cousin **2** watch **3** aunt **4** headphones **5** husband

2 **1** people **2** sandwiches **3** dogs **4** hobbies **5** halves

3 **1** Sara’s **2** Mark’s **3** city’s **4** Leo’s **5** grandparents’

4 **1** haven’t got **2** ’s got **3** ’ve got **4** Has, hasn’t **5** Have, have.

5 **1** Whose **2** yours **3** mine **4** hers **5** his

6 **1** there’s **2** There are **3** There isn’t **4** some **5** any **6** there are **7** There aren’t **8** any

7 **1** space for all of it **2** very big **3** Have you got **4** there’s **5** can put things **6** Are there **7** they’re

Unit test 3

1 **1** for a walk **2** make videos **3** write a blog **4** read **5** play video games **6** play in a band

2 **1** plays **2** does **3** go **4** go **5** does **6** go

3 **1** speak **2** don’t travel **3** live **4** walk **5** like **6** don’t do **7** sings **8** plays

4 **1** Yes, they do. **2** No, we don’t. **3** Yes, she does. **4** No, we don’t. **5** Yes, he does.

5 **1** usually visits **2** sometimes go shopping **3** plays, twice a week **4** is always **5** never go **6** hardly ever wins

6 **1** likes watching **2** love having **3** hate taking **4** doesn’t mind walking **5** likes making **6** loves singing

7 **A** 4 **B** 3 **C** 1 **D** 2

Unit test 4

1 **1** get home **2** have shower **3** get up **4** get dressed **5** brush my teeth

2 **1** E **2** C **3** A **4** B **5** D

3 **1** before **2** on **3** at **4** in **5** on **6** in

4 **1** are (you) doing, ’m making **2** ’re going, Are you coming **3** isn’t getting dressed, ’s studying **4** Is (Mark) sleeping, ’s having **5** aren’t staying, ’re camping

5 **1** is studying **2** doesn’t want **3** has **4** gets up **5** studies **6** is helping **7** ’re preparing **8** is

6 **1** are going **2** leaves **3** isn’t giving **4** are practising **5** starts

7 **1** Let’s go **2** I’m not sure **3** How about **4** ’d rather **5** Shall we **6** Good idea

Unit test 5

1 **1** D **2** C **3** E **4** A **5** B

2 **1** tin **2** slice **3** packet **4** piece **5** bowl

3 **1** some **2** any **3** some **4** some **5** a

4 **1** How much **2** How many **3** How many **4** How much **5** How much

5 **1** lots of **2** a few **3** much **4** a little **5** many

6 **1** enough **2** too few **3** too much **4** too many **5** enough

7 **1** Are you ready **2** please **3** get you **4** I’ll have **5** Would you **6** that **7** thank you **8** Anything to **9** That’s **10** Here

Unit test 6

1 **1** B **2** C **3** E **4** A **5** D

2 **1** was born **2** lives with **3** got married **4** grew up

3 **1** was **2** was **3** were **4** was **5** was **6** weren’t

4 **1** When **2** Who **3** Why **4** Were

5 **1** went **2** didn’t study **3** arrived **4** rained **5** didn’t like

6 **1** did (they) go **2** did (you) get **3** happened **4** Did (Liam) see **5** gave **6** Did (you) talk

7 **A** 4 **B** 2 **C** 5 **D** 1 **E** 3

Unit test 7

1 **1** clothes shop **2** hospital **3** office building **4** museum

2 **1** D **2** B **3** A **4** C

3 **1** shouldn't **2** should **3** shouldn't **4** shouldn't **5** should

4 **1** are not going to stay **2** are going to go **3** are going to eat **4** is going to be **5** is going to bring **6** is going to teach **7** Are (we) going to have

5 **1** missed **2** gets off **3** drives **4** Get into

6 **1** across **2** towards **3** through **4** around

7 **1** in **2** past **3** on **4** at

8 **1** how do **2** Go **3** then take **4** How far **5** It isn't **6** does it take **7** It's

Unit test 8

1 **1** hoodie **2** jumper **3** boots **4** socks **5** dress

2 **1** watch **2** fitness tracker **3** sunglasses **4** belt **5** gloves

3 **1** too short **2** old enough **3** too busy **4** warm enough **5** not interesting enough **6** not strong enough **7** too confusing

4 **1** B, c **2** D, b **3** C, d **4** A, a

5 **1** better **2** the biggest **3** the most **4** sportier **5** most difficult

7 **1** the highest **2** the best **3** messier than **4** least interesting **5** the most famous

8 **1** I try **2** changing rooms **3** do you **4** suit **5** take **6** That's

CUMULATIVE TESTS

Cumulative test – Units 1-2

1 **1** Poland **2** cook **3** Swiss **4** play chess **5** dance

2 **1** parents **2** mum **3** dad **4** uncle **5** aunt **6** cousin **7** skateboard **8** grandma **9** grandad **10** dog

3 **1** Is, 's **2** Are, am **3** Is, isn't **4** are, 're **5** Is, is

4 **1** Can, can't **2** all **3** at, hopeless

5 **1** 've got **2** 's got **3** (-) **4** 's got **5** any **6** 's got **7** 's **8** 's **9** hamsters' **10** Have you got

6 **1** mine **2** Whose **3** his **4** theirs **5** hers **6** ours

7 **1** There's **2** There isn't **3** There are some **4** There are **5** There aren't any

8 **1** B **2** C **3** B **4** B **5** C

9 **1** C **2** D **3** A **4** B **5** F **6** E

10 **1** like **2** very tidy **3** have you got **4** chest of drawers **5** for all of it **6** shelves and boxes

Cumulative test – Units 1-4

1 **1** D **2** C **3** D **4** B

2 **1** plays the guitar **2** teammates **3** skateboard **4** Get ready **5** free time **6** sports clubs **7** fitness tracker **8** scuba diving **9** water sports **10** gets home

3 **1** plays **2** go **3** does **4** is/'s

4 **1** sometimes go **2** rarely studies **3** can't come **4** Are (there) any **5** go, once a week **6** When do (you and your friends) hang out **7** doesn't like **8** is always happy

5 **1** doesn't mind going **2** enjoys taking **3** love making **4** enjoys hanging out **5** like cooking **6** hate reading

6 **1** before **2** on **3** at **4** after **5** in

7 **1** Are you having **2** 'm writing **3** lives/'s living **4** aren't **5** 're going **6** Do (you) like

8 **1** are (you) doing **2** 'm looking **3** do (you) usually photograph **4** have **5** Do (you) like taking **6** I don't **7** making

9 **1** Really? I don't. **2** So, do I. **3** It's cosy. **4** meet **5** Neither, do I.

10 **1** Do you want **2** I can't **3** How about **4** I'm not sure **5** So do I **6** Why don't we **7** Great, I'd love

Cumulative test – Units 1-6

1 **1** niece **2** Swiss **3** beef **4** scientist **5** entrepreneur

2 **1** Physical Education **2** graduated **3** get a job **4** do sport **5** play basketball **6** go running **7** fizzy drinks **8** biscuits **9** cup **10** glasses

3 **1** reads **2** is doing **3** listens **4** are having **5** do you send

4 **1** I do. **2** they aren't. **3** she did. **4** I didn't. **5** I'm not.

5 **1** went **2** left **3** invited **4** ordered **5** didn't behave **6** broke **7** played **8** were **9** weren't **10** didn't say

6 **1** C **2** B **3** C **4** B **5** B

7 **1** having **2** a little **3** don't go **4** any **5** met **6** always

8 **1** many **2** a few **3** any **4** some **5** any **6** much **7** some **8** a little **9** too much **10** a lot of

9 **1** like watching **2** Shall we **3** Are you ready **4** Are you **5** Where **6** How was

10 **1** Anything to drink? **2** What happened? **3** Me too. **4** Nice to meet you, Rachel. **5** Great. I'd love to. **6** Did you have a good time?

Cumulative test – Units 1-8

1 **1** ride a bike **2** foreign languages **3** sister **4** cup **5** hairdresser's **6** ferry, move to **7** coat **8** earrings **9** square

2 **1** D **2** E **3** B **4** C **5** A

3 **1** are (you) doing, 'm reading, bought **2** Are (you) going, always visit **3** is doing, is, often draws **4** went, stayed

4 **1** a few **2** some **3** much **4** a lot **5** many

5 **1** should come **2** should (I) wear **3** shouldn't stay **4** shouldn't eat

6 **1** 're going to stay in, too tired **2** 're going to celebrate, not big enough **3** old enough, she is going to buy **4** 'm going to train, not prepared enough **5** 's going to look, too far

7 **1** between **2** into **3** past **4** along **5** off

8 **1** the most talented **2** taller than **3** the best **4** as expensive as **5** better **6** the happiest

9 **1** It's untidy **2** Me neither **3** way **4** A small **5** Not bad

10 **1** Excuse me **2** How far is it **3** How do I get there **4** Go straight **5** turn left **6** Can I help you **7** I'm looking for **8** What size are you **9** we've got this **10** try it on

SKILLS TESTS

Skills test – Unit 1

1 **1** F **2** T **3** F **4** F **5** T

2 **1** the UK **2** Los Angeles **3** TV series **4** professional **5** 9 **6** South Korean **7** an online **8** bad **9** can't **10** fun

Skills test – Unit 2

1 **1** one room **2** Emily **3** pet **4** not traditional **5** in boxes **6** aren't very good at Maths

2 **1** Iris **2** Elliot **3** Mia **4** Tom **5** Mia **6** Iris **7** Mia **8** Elliot

Skills test – Unit 3

1 **1** C **2** E **3** B **4** A **5** F **6** D

2 **1** it's Friday **2** tennis matches **3** has piano lessons in **4** time with his brother **5** play football **6** three times **7** Sunday

Skills test – Unit 4

1 **1** B **2** A **3** D **4** C **5** D

2 **1** C **2** E **3** F **4** B **5** A

Skills test – Unit 5

1 **1** C **2** D **3** B **4** E **5** A

2 **1** B **2** C **3** D **4** C **5** D

Skills test – Unit 6

1 **1** a professional footballer **2** a teacher **3** was a model **4** in New York **5** to play the piano

2 **1** T **2** F **3** T **4** F **5** F **6** F **7** T **8** F **9** T **10** F

Skills test – Unit 7

1 **1** A **2** B **3** B **4** C **5** A

2 **1** its/the impact on the **2** walls and rooves **3** walking and cycling **4** travel in/share **5** live in

Skills test – Unit 8

1 **1** online store **2** fashionable **3** vintage fashion than current **4** rebellious **5** most popular item

2 **1** B **2** C **3** A **4** C **5** A

LISTENING TESTS

Listening test – Unit 1

1 Freya **2** Ivy **3** Freya **4** Thomas **5** Lincoln **6** Ivy **7** Lincoln **8** Thomas **9** Ivy

2 **1** T **2** F **3** F **4** F **5** T **6** F **7** T **8** F

Listening test – Unit 2

1 **1** a chest of drawers **2** wardrobe **3** blue and white **4** in the corner **5** shelves **6** in a different room **7** stickers and photos **8** two tall lamps **9** TV

2 **1** B **2** B **3** C **4** A **5** C **6** B **7** B

Listening test – Unit 3

1 **1** F **2** T **3** F **4** T **5** F **6** T **7** F **8** F

2 **1** C **2** B **3** C **4** A **5** B **6** C **7** A **8** C **9** D

Listening test – Unit 4

1 **1** Sunday **2** sitting in her garden **3** into sports **4** Mondays **5** train and a bus **6** 8.30 to 4.00 **7** in the school canteen **8** collects her **9** to relax

2 **1** C **2** A **3** A **4** B **5** B **6** C **7** B

Listening test – Unit 5

1 **1** Max **2** Will **3** Linda **4** Ivy **5** Will **6** Max **7** Linda **8** Ivy **9** Will

2 **1** after a bad day **2** happy **3** from childhood **4** shopping centre **5** on special occasions **6** crunchy and spicy **7** apple **8** the weather

Listening test – Unit 6

1 **1** pilgrims **2** can **3** a few times **4** crazy **5** 100 **6** Restaurants **7** shared **8** Finisterre **9** France

2 **1** B **2** A **3** G **4** F **5** C **6** D **7** H **8** E

Listening test – Unit 7

1 **1** N **2** Y **3** N **4** Y **5** Y **6** Y **7** N **8** N **9** Y

2 **1** C **2** F **3** A **4** B **5** D **6** E **7** A/C

Listening test – Unit 8

1 **1** K **2** H **3** H **4** K **5** H **6** H **7** K

2 **1** (big fashion) brands **2** expensive **3** cool now/anymore **4** the supermarket **5** the weekends **6** decorate cakes **7** he doesn't have time **8** give you style **9** because you like them

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